



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

*On the PROGRESS of ELEMENTARY EDUCATION. By WILLIAM
LUCAS SARGANT, Author of "Social Innovators and their
"Schemes," "Science of Social Opulence," &c.*

[Read before the Statistical Society, 19th March, 1867.]

CONTENTS:

	PAGE	PAGE
I.—Introduction.....	82	
II.—Attendance at School	83	
III.—Results are What we Want	85	
IV.—How to Arrive at Results	86	
V.—Comparison with other Statistics	87	
VI.—Subsidiary Statistics	88	
VII.—Present Educational State of England, Scotland, and Ire- land	88	
VIII.—Progress	89	
IX.—Comparison with Foreign Countries	93	
X.—Comparison of Various Parts of England	106	
XI.—The Eleven Poor Law Divisions...	106	
XII.—The Counties	107	
XIII.—The Great Towns.....	108	
XIV.—Some London Districts	108	
XV.—Comparison of Town and Country	109	
XVI.—Comparison of the Sexes	111	
XVII.—What has been Done	112	
XVIII.—Prospects for the Future	120	
Note by Mr. J. T. Hammick, of the General Register Office, Somerset House	125	
		APPENDIX.
O.—Number of Marks made in Signing Marriage Registers, from 1754 to 1837		127
P.—“Common Schools” in Eighteen of the United States: Sums Furnished by State Taxation and by Interest on Share of Land Sales		128
Q.—Number of Marks made in Signing Marriage Registers, in the Years ending Midsummer 1840, Christmas 1851, and Christmas 1863; in Eng- land and Wales by Divisions, and Scotland.....		129
R.—Number of Marks made in Signing Marriage Registers, in the Years ending Midsummer 1840, Christmas 1851, and Christmas 1863; in Eng- land by Counties		130
S.—Number of Marks made in Signing Marriage Registers, in the Years ending Christmas 1846 and Christ- mas 1864; in some of the Principal Cities and Towns of England		134
T.—Number of Marks made in Signing Marriage Registers in the Years ending Christmas 1846 and Christ- mas 1864; in some of the London Registration Districts		136
U.—State of Education of Seamen, Marines, and Boys in Her Ma- jesty's Navy		137

In the following article I arrive at some conclusions of importance, if, as I believe, they are well founded.

(a) We possess in the marriage registers the means of determining the progress of instruction: not indeed the means of determining exactly how many young persons can write, but only what is the comparative number at one time and another, and in one place and another. P. 86.

(b) The signatures to registers were first taken in 1753, after the passing of Lord Hardwicke's Marriage Act: they exist from this date in most parishes: I have obtained access to only a few; but I give reasons for believing that those few fairly represent those

of the whole country from 1753 to 1840. Since 1840, the Registrar-General has supplied us with abstracts. Pp. 89, 127, 128.

(c) The progress of instruction has been considerable. In 1754, about half of the men and women, taken together, signed with a mark: at present about a quarter do this. Pp. 91, 127, 128, 129.

(d) Between 1754 and 1800, the marks fell from 51 to 47: but the improvement was altogether in the rural districts; the towns deteriorating considerably. Pp. 91, 127, 128.

(e) Between 1800 and 1835, the improvement was greater than in the previous longer period; the marks falling from 47 to 41: the improvement occurred in town as well as country. Pp. 91, 127, 128.

(f) Throughout the whole period from 1754 to 1835, the improvement in the rural districts was greatest among the women: for in 1754 more than two-thirds of the women made a mark; whereas in 1835 about half did so. In the towns the men improved the most. Pp. 91, 127, 128.

Note.—All the above propositions rest on a few returns: a larger collection might modify my results: but the differences I have mentioned are so marked, and so far uniform in different parishes, that I think we may trust the direction, though not the degree, of the variations.

The next propositions rest on the returns for all England and Wales supplied by the Registrar-General.

(g) The *rate* of improvement is much higher now than formerly: from 1754 to 1835 it averaged 1 signature in seven years; from 1840-51, 1 in three years; from 1851-63, 1 in one year and a quarter. Pp. 90, 91, 92.

(h) This highest rate of progress still, I hope, prevails: so that the children now leaving school, may be expected when they marry to give 80 signatures to 20 marks. Pp. 88, 92, 93.

(i) Further progress also, appears within our reach; first by the increase of the number of children under Government inspection, which has actually grown in eleven years from half a million to a million and a quarter; secondly, by the expected extension of the half school-time system to the hardware towns, and to the country generally. P. 115.

(j) Yet there is still left a considerable class at the very bottom of the scale, which our present means do not reach. I suggest that other measures are necessary for these children: that the guardians of the poor, or town councils, should receive such powers to pay the school-pence as guardians already possess with regard to out-door paupers, and that then a partial compulsion should be exercised by an extension of the provisions of the Industrial Schools Act. P. 124.

(k) Scotland stands decidedly above England. Ireland has not as yet published any marriage returns: a return of recruits to the army places it rather below both Scotland and England. P. 89.

(*l*) Comparing English towns and rural districts, there is little difference. Even the ill-paid labourers of the South West, sign their names to at least as great an extent as the workpeople of better paid districts. Pp. 109–111.

(*m*) In the agricultural counties, the girls are quite as well taught as the boys, and in many counties even better. In the northern manufacturing counties, the boys are far in advance. P. 111.

(*n*) France is the only foreign country as to which I have found any record of marriage signatures: judged by this standard, we have a decided superiority; though France has recovered rapidly from the uninstructed condition which resulted from the Revolution of 1789, and the long continued European wars. Prussian education, however good it is, has probably been overestimated. In the United States, the sums applied to the public support of the “Common Schools,” are wonderfully large (p. 128): in the same proportion, we ought to spend seven millions sterling a-year, or ten times our present amount. P. 93–105.

I.—*Introduction.*

Elementary education was a subject which engaged much of the attention of the Statistical Society, during a considerable period after its foundation in 1834. Before the establishment of the *Journal* in 1838–39, a Committee of the Society had devoted itself to educational inquiries: * a large part of the first volume of the *Journal* consists of reports of this Committee, as well as of reports of another and independent body, called the “Central Society of Education.” † Subsequent volumes contained further reports; and it was found in 1843, that the London parishes actually visited by the Statistical Society’s agents, contained a population of 800,000 persons, ‡ and therefore constituted a very large part of the whole metropolis. The reports contained a multitude of important particulars, besides the number of pupils: as, the rank of the schools, whether dame, common, middling, superior, infant, charity, or evening; the subjects taught, from reading up to classics; the books used, from primers and spelling-books upwards; the methods of instruction and examination. §

In the provinces, similar efforts were made. A Statistical Society had been established at Manchester even before the London one, or any other. Paid agents had been employed to visit the whole of the labouring population of Manchester and five other towns, containing together 300,000 inhabitants. || Two of the reports will be found in the second volume of our *Journal*: one on the educational

* *Statistical Journal*, vol. i, p. 5.

† *Ibid.*, vol. i, p. 46.

‡ *Ibid.*, vol. vi, p. 211.

§ *Ibid.*, vol. i, pp. 207 and 211.

|| *Ibid.*, vol. i, p. 48.

state of the township of Pendleton,* the other on that of the county of Rutland.† I may add that the same society has recently prosecuted similar inquiries; and has given the world a striking picture of the state of education in Manchester in 1835 and in 1861.‡

Birmingham followed this example. An elaborate report from its "Statistical Society for the improvement of Education," appears in our third volume.§ Similar information was supplied by other places: as, for example, Bristol,|| and Penzance.¶

Many other early volumes of our *Journal* contained papers of the same kind: the tenth, eleventh, and twelfth in particular, had extensive articles by the editor, Mr. Fletcher; articles so elaborately worked out as to furnish a mine to the student, though the formal distinctions adopted make them rather perplexing to the ordinary reader.

All these investigations took place before 1850: since that time other topics have prevailed in the "Transactions" of this Society: in the volumes xvi to xxv, which are included in the second part of the elaborate Index (not the least valuable part of our publications), only eight educational papers appear; and I find only two more papers, both of them on university subjects, in the four last volumes. I do not attribute this reduction, to any failure of interest in the progress of education: I am convinced that it is the result of altered circumstances: the Government, through the Educational Committee of the Privy Council, distribute the considerable funds voted by Parliament; and the late Royal Commission by means of able and paid assistants, have carried out inquiries far more costly and elaborate than were possible for private persons: it would therefore have been useless for the Statistical Society to continue its earlier efforts.

II.—*Attendance at School.*

I will here mention one fact which is new to me. The Committee of this Society say in 1843;—

"It is impossible** to help being struck with the small proportion of private schools for the poor which exist in the *west end* of London, and the gradual increase of them as we proceed *eastward*; Westminster having only 1 scholar for every 48·6 inhabitants, and Wapping 1 for every 18·2. This difference is not compensated by a greater number of charity scholars, Westminster showing an equally low ratio in this respect also, viz., 1 charity scholar

* *Statistical Journal*, vol. ii, p. 65.

† *Ibid.*, vol. ii, p. 303.

‡ *Social Science Transactions*, 1865," p. 333.

§ *Statistical Journal*, vol. iii, p. 25.

|| *Ibid.*, vol. iv, 250.

¶ *Ibid.*, vol. ii, p. 222.

** *Ibid.*, vol. vi, p. 212.

"in every 28 inhabitants, whilst Wapping, Shadwell, &c., have 1 in every 15. The different proportions of rich and poor and the greater number of middle schools in the former district, may account for the discrepancy in some degree, but not, your Committee think, entirely." It has been suggested that the smaller number of children at the west end accounts for the apparent anomaly. In a parish where the number of servants exceeds that of families, few lower-class schools are wanted: and in some degree this is true of all the district.

It follows from the return given above, that in the eastern districts mentioned, the number of children in private schools was $5\frac{1}{2}$ per cent. of the population, and the number in public schools 7 per cent.; making a total of $12\frac{1}{2}$ per cent. of the population at school, or 1 in 8. This is a proportion far above the 1 in 10 or 11, which was that of the country at large at that period; and this fact harmonises with what we shall afterwards find, as to the present superiority of the London labouring population in the power of writing.

The progress in the numbers attending school throughout the country, will be found in an article of 1862, by Mr. Horace Mann;* from which it appears that the children at school were to the whole population; as—

1818.	1832.	1851.	1858.
One in 17·25	11·27	8·36	7·65

More particulars will be found in an account from the "Times," copied into our *Journal*.† If we were to place implicit reliance on the parents' returns in the last census, we should believe that in 1861, there were 3,150,000 scholars, or one to 6·37 of the whole population.‡ The Manchester Statistical Society, in 1839, estimated the day-school attendance in the towns of York, Liverpool, and Manchester, and the county of Rutland: they found that in this respect York stood at the head, while Rutlandshire, Liverpool, and Manchester, followed in order of merit.§

It would be painful to have to believe, on the authority of the same society, that the attendance at school in Manchester, was less in 1861 than it was in 1839. Yet we are told|| that comparing 1834-35 with 1861, "though the actual number of day-scholars had greatly increased, the increase had not kept pace with the increase of population, and this is equivalent to an actual decline in numbers. "Thirty years ago, there was 1 day-scholar for each 10·33 of population; while in 1861 there was only 1 for each 11 of population."

* *Statistical Journal*, vol. xxv, p. 50.

† *Ibid*, vol. xxiv, p. 208.

‡ Census, ii, xxxvii, "Scholars."

§ *Statistical Journal*, vol. ii, p. 304.

|| "Social Science Transactions," 1865, p. 333.

I am entirely unable however, to reconcile this statement with the figures given in the census of 1861, which are these :—*

Population of Manchester	357,979
„ Salford	102,449
	<hr/> 460,428
<i>Scholars in Manchester and Salford—†</i>	
Boys	32,537
Girls	32,790
	<hr/> 65,327
= 14½ per cent., or 1 in 7 instead of 1 in 11.	

Mistakes of this kind are so common that it is quite unnecessary to account for them.

We have heard much lately, of the great number of children who ought to be at school and are not there. Many such complaints rest on what seems to me a gross error: it is said that all children from 3 to 13 are of school age; therefore all children from 3 to 13 ought to be at school. Is it really believed that a man earning 15s. a-week, and having six children from 4 to 12 years old, is bound to have all of them always at school? and that all such children therefore, are to be at school ten years?

If this were so, then about 23 per cent. of the whole population ought to be at school: but the royal commission pronounced that 15 per cent. was a sufficient proportion.

III.—*Results are what we Want.*

It seems to me that after all, the great question is, not how many children are at school, but how many children are educated, and retain their instruction. It is probably true, that in some cases children now leave school earlier than they did formerly, because they sooner acquire the instruction for the sake of which they are sent to school. During the last ten years, I have had opportunities of knowing the ages of day-school pupils in Birmingham; I find that during that period the number from 14 to 16 years old has much diminished. Nor do I regret this. Most of such children were at school at this comparatively late age, because they had been neglected while they were younger: the diminution of numbers shows a mitigation of such neglect. Under 14, some who formerly would have remained, now leave because they have attained the standard of instruction which satisfies their parents. If by means of evening schools, Sunday schools, and free libraries, these children's attainments can be kept up, I see nothing to regret in this early removal. I know that many manufacturers and merchants decline to receive boys even as clerks after 15; and I believe that to make expert and

* "Census," vol. iii, p. 102.

† Ibid., vol. ii, p. 648.

steady mechanics boys should begin earlier than that: in many cases too, particularly those of widows with families, the early gains of the children are necessary.

While therefore, I would not disregard the question, how many are at school, I am far more desirous of knowing how many are well instructed, and how many retain the education they acquire.

IV — *How to arrive at Results.*

I am not acquainted with any means of ascertaining this, except as to the most elementary instruction: but it is something to learn what proportion of the population can read and write. We can do this to a considerable extent; and what is more important, we can learn with tolerable accuracy what were the comparative numbers formerly and now: what progress has been made and is still making: what is the comparative condition of different parts of the kingdom; and how far one great nation excels or falls short of us.

In this paper then, I inquire how many adults can now write: how many could write in former years: how many can write in France: how many can write in Scotland and Ireland, in Middlesex and Lancashire, in London and Liverpool, in St. George's Hanover Square and Bethnal Green. Some, I know, can read with pleasure, who cannot write: it is said that a few can sign their names, but are unable to read print.* But for the purpose of comparison we may disregard these exceptions, because where considerable numbers are taken, there will be about as many exceptions in one place as in another.

How then, can we learn the numbers of persons in a particular district and of a given age, who are able to write their names? After much inquiry I am convinced that the marriage registers supply the means. The register of births has been used in this way in the town of Lancaster:† but even if we possessed published reports of the signatures to these registers throughout the kingdom, they would be rather inferior to those of the marriages; and we do not possess the one, we do possess the other in the volumes of the Registrar-General.

I do not pretend that the marriage registers are faultless. I know that irregularities occur in framing them. I hear that in some few crowded churches, the clerk, to save time, writes the names of witnesses, and it may be even of the newly married persons, while these hold the feather end of the pen. In most registers however, the variety of writing shows that this bad practice does not prevail.

Then again, it is certain that some persons sign with a mark, though they can write their names in cooler moments: different

* *Statistical Journal*, vol. ii, p. 228, note.

† See the excellent Report of the "Lancaster Union," April, 1862.

clergymen have estimated such persons as from 10 to 25 per cent. of the whole. The number of men who use a mark is now about 23 per cent.: these clergymen's estimates would reduce them to 17 or 20 per cent. But whatever amount of misrepresentation there may be, it must be about the same for one place as for another, where large numbers are taken. It is probably more considerable in crowded churches than in others where the paucity of weddings allows the clergyman to press for the signatures.

I have taken great pains to ascertain the truth in this matter. I have consulted many clergymen familiar with different parts of the kingdom. I have in most cases met with the one objection, that some persons who can sign, refuse to sign: but when I have asked whether the same amount of irregularity will not be found in one town and another, taking considerable numbers into account, I have received an affirmative answer. For the purpose of comparison, the registers may, I believe, be trusted.

Another defect should be remembered. The registers exhibit the degree of elementary instruction among the persons who come to be married: but perhaps the proportion of unmarried persons may be greater in one place than another; and the unmarried may be better or worse instructed than the married. According to the census, Liverpool has an unusually large number of unmarried persons.

While I was making these inquiries, it was suggested to me that all the non-parochial registers formerly kept, had been handed over to the Registrar-General. By the kindness of Dr. Farr and Mr. Hammick, an examination of these registers has been made, and the result, interesting in itself, though unsatisfactory for my purpose, will be found in a note at the end of this paper.

V.—*Comparison with other Statistics.*

If we compare these statistics, with others generally used without scruple, we may perhaps be well satisfied. Few returns are made more use of than those of the Registrar-General: yet Dr. Farr has often lamented to us that through the want of compulsory powers, many births are unregistered: it is certain also that this neglect varies much in different places, and at different periods. We do not therefore refuse to use the register: we only correct it as far as we can. Even in the deaths, as to which we might expect accurate returns, there are the still-born, registered in Prussia, not registered here; besides those, dropped from our register as still-born, though they have lived for hours or days.

The marriages at present may all be actually registered: it is hard to believe that they were so formerly. We may fairly assume that the marriage-rate has been about as high of late years, as it was in 1840: but the number of marriages registered in 1851 and in

1863 was, when compared with the population, far higher than the number registered in 1840. Here again, we do not decline to use the registers: we satisfy ourselves with correcting them to the best of our ability. I might show in the same way, that the Custom House returns of exports are not to be trusted implicitly; yet I do not therefore, refuse to believe that the exports have greatly increased since the adoption of a free trade policy.

VI.—*Subsidiary Statistics.*

Besides the marriage registers, there are occasional returns of recruiting officers, as to the education of the men they enlist. There is one, for example, in 1861;* from which it seems that in England and in Scotland, $67\frac{1}{2}$ per cent. of the recruits could write. This equality of England with Scotland, is inconsistent with the evidence from the marriage registers, which proves a decided superiority on the part of Scotland. I believe that the marriage registers are the more to be trusted, because they are signed equally by all classes in both countries; whereas it is possible that the Scottish recruits are on the average drawn from a lower class than the English recruits. Only 66 per cent. of the Irish recruits appear from this paper to be able to write: and this is the only evidence I have to offer as to Ireland, in the absence at present of returns of marriages.

Judicial statistics again, may supply some suggestions; but the incompleteness of the returns, and the inexplicable fluctuations in the amount of crime, render them far less trustworthy than those of marriages. Considered absolutely, all we hear popularly reported about the immediate connection of crime and ignorance, is contradicted by the laboriously formed opinion of Mr. Fletcher, who said† that twenty years ago, the state of instruction among criminals “afforded but feeble testimony in favour of much of the instruction then given.”

VII.—*Present Educational State of England, Scotland, and Ireland.*

1. *England and Wales.*—On the whole I am convinced that in the inquiry as to elementary education, we shall be safe in relying on the marriage registers for the purpose of comparison. Judging by these, we shall conclude that there is still much to be desired; since we shall hardly regard it as satisfactory that any considerable portion of men or women should be unable to write their names.

Now, throughout England and Wales in 1864, 23 per cent. of men newly married signed with a mark; and making allowance for

* “Annals of British Legislation,” No. 84, March, 1864, { 161,
441.

† *Statistical Journal*, vol. xi, p. 345.

those who could write but did not, we may say that 80 could write for 20 who could not. Among the women the proportions are less favourable:—about 70 to 30. I shall show afterwards however, that real progress is being made in reducing the number of marks in proportion to signatures.

Much too, as we may regret that any large number of our countrymen should be unable to write, we should not act wisely in overstating the deficiency. Professor Fawcett seems to me guilty of this error. He pronounces the agricultural labourers (who are in truth, as well instructed as the town population) entirely illiterate: he says that “their ignorance is as complete as it is distressing:” in a recent speech at Manchester he complained of “the crass and hopeless ignorance of our agricultural labourers:”† he says‡ that “improved schools, enormous educational grants, and “a general zeal for instructing the poor, have failed to educate the “agricultural labourers.” Postponing for the present any protest against the allegation of enormity in the Government grants, as well as the proof that the agricultural labourers are as well instructed as the townspeople, I must express my dissent from the dogmatical assertion of hopeless ignorance as to a people of whom 80 men in the hundred and 70 women in the hundred can write their names.

2. *Ireland.*—As to Ireland we do not at present know how many persons sign the marriage registers. The only document I have to offer is the one to which I have already referred; from which it appears that among the recruits for 1861, all young men, of course, the signatures were fewer than those in England.

3. *Scotland.*—The marriage registers of Scotland have been published since 1855: we find from them, as we should have expected, that there is a larger proportion of signatures than there is in England. The excess is about 10 of each sex: the actual and possible signatures being about 80 and 70 in England; 90 and 80 in Scotland. The counties vary much: in Kinross and Selkirk, in 1855, every man signed, and in Selkirk every woman; while in Ross and Cromarty, a third of the men, and half of the women, made only marks.

VIII.—*Progress.*

The question, what progress we have made and are still making, is almost as interesting as the question what is our present state. The principal tables in my appendix apply to the last quarter of a century: but besides this I have some little evidence to offer as to a much longer period. The marriage registers have been kept in their present form, since the passing of Lord Hardwicke's Act in 1753:

* “Manual of Political Economy,” second edition, p. 212.

† “Economist,” 13th October, 1866, p. 1193.

‡ “Manual,” p. 212.

there exist therefore, throughout England and Wales, materials for estimating the number of young people in the middle of the last century, who were able to sign their names.

This part of my investigation was suggested to me by a most valuable paper read before this Society in 1839 by Mr. Edmonds.* Mr. Edmonds supplied an elaborate statistical account of the port and borough of Penzance, and of the agricultural parish of Madron. Among other items of information, he gives the number of signatures to marriage registers at three periods, beginning respectively with 1754, 1800, and 1832. I have adopted these three periods as nearly as possible. Mr. Edmonds found that judged by this standard, the men had made no progress between 1754 and 1800, and some between 1800 and 1832: but that the women had made considerable progress during the whole time.

If it were thought necessary to exhaust this topic, we should have to examine the registers of thousands of parishes, and to reckon up the signatures to millions of records: such an expenditure of time and labour would, I think, be a waste. On the other hand, I have not succeeded in getting returns sufficiently numerous to furnish a conclusion altogether trustworthy: by a good deal of correspondence, I have obtained nearly forty returns, including about 15,000 marriage entries; ten of the returns being from towns, with 10,000 entries, and the others from rural parishes with 5,000 entries. Fortunately, the places are scattered wide: including the towns of Halifax, Bristol, and Lynn; and rural parishes in Yorkshire, Dorsetshire, and Northamptonshire.

One test of accuracy has occurred to me: the last of my periods, 1831-37, approaches nearly to the first period for the whole kingdom given by the Registrar-General. If I had found very different results from the two sets of returns, I should have altogether distrusted mine; but the results are sufficiently alike to give me some confidence that my amateur returns are a fair specimen of the whole kingdom. Taking men and women together, my returns give 59 per cent. of signatures; the Registrar-General's returns give 58 five years later: as some little advance was probably made during the five years, my signatures are too numerous by two: this is taking men and women together; if we take the sexes separately, the difference is larger. Absolutely therefore, my numbers are a little too favourable though much more accurate than I should have expected: for the purpose however, of comparing different periods, they may have considerable weight.

Comparing then, the middle of last century with a period thirty years ago, the most remarkable change is that in the relative position of town and country. On the accession of George III, 56 per cent.

* *Statistical Journal*, vol. ii, pp. 226, 227.

of the townspeople, and only 40 per cent. of the country people, signed their names: on the accession of Her Majesty, the towns people had scarcely improved, but the country people had risen from 40 signatures to 60. These results might have been anticipated: England, during those seventy-seven years, had become a great manufacturing country, and the towns had so far outgrown the means of instruction, that the educational efforts made had effected no improvement; but in the country, the conversion of the clergy to the cause of popular education, and the increased pastoral care arising from the gradual extinction of pluralities, had resulted in a great extension of instruction.

If we compare 1760 with 1800, we see that the towns had actually deteriorated a little, while the rural districts had made a large advance. This last fact may appear strange to those who remember the dear years, and the poverty of the farm-labourers, at the close of the century: but my returns give the marriage signatures of persons educated ten or fifteen years earlier, that is from 1785 to 1790; and it was not till after 1790 that the high prices and the destitution prevailed; so that those married between 1799 and 1804, would not have had their education interfered with.

Taking town and country together, and comparing the *present time* with 1760, the signatures of men and women have risen from 48 to 72, an improvement of 50 per cent.; and the rate of improvement has been far the greatest during the last thirty years.

I cannot doubt then, that a considerable advance was made between 1754 and 1840; and I should have been much surprised if this had not been so, when I recollect the labours of Bell and Lancaster, and the establishment of Sunday Schools by Raikes, and of Infant Schools by Robert Owen and Wilderspin.

Since 1839, we have materials ready to our hands in the Reports of the Registrar-General. From these it appears, that the number of signatures to the marriage registers, were:—

	Men.	Women.	Men and Women together.*
In 1840 (to Midsummer)	66	50	58
„ '51 (to Christmas).....	69	55	62
„ '63 „	76	66	71

* I should have said *mean* of men and women, but that a casual glance might confound *mean* and *men*.

In the first period then, of nearly twelve years, the improvement of both sexes together, was 4: in the second period of twelve

years it was no less than 9: in the twenty-three and a-half years it was 13, viz. from 58 to 71. The women's improvement was greatest; viz. from 50 to 66, or 16: the men's being only 10; viz. from 66 to 76.

These results are tolerably satisfactory; the more so because the increased rate of improvement during the last few years, shows that the laborious efforts of the Committee of Council have not been wasted. The following table shows the signatures for each of twenty-six years to 1864.

	Men and Women together.	Improvement in Seven Years.	Men Only.	Women Only.
1839.....	58	—	{ 66	{ 50
1840.....	58	—	{ 66	{ 50
'41.....	59	—	67	51
'42.....	60	—	68	52
'43.....	59	—	67	{ 51
'44.....	59	—	68	{ 51
'45.....	59	—	{ 67	50
'46.....	60	2	{ 67	52
'47.....	62	—	{ 69	54
'48.....	62	—	{ 69	55
'49.....	61	—	{ 69	{ 54
1850.....	61	—	{ 69	{ 54
'51.....	62	—	{ 69	{ 55
'52.....	62	—	69	{ 55
'53.....	63	3	{ 70	56
'54.....	64	—	{ 70	57
'55.....	65	—	{ 70	59
'56.....	65	—	71	60
'57.....	67	—	72	61
'58.....	68	—	{ 73	{ 62
'59.....	68	—	{ 73	{ 62
1860.....	69	6	74	64
'61.....	70	—	75	65
'62.....	71	—	{ 76	67
'63.....	71	—	{ 76	66
'64.....	72	—	77	68

Note.—1865. Men and women together 73, as Dr. Farr kindly informs me.

From this table it appears that the improvement in both sexes taken together, was in the first period of seven years, only 2; in the second period of seven years, 3; in the third 6.

The women improved far more than the men; principally, no doubt, because there was more room for improvement. We shall find the same result in other comparisons: we shall see that the counties best educated thirty years ago, have made less progress than the ill educated counties have made; and we shall see that London,

during the last twenty years, has lost a considerable part of the pre-eminence it formerly enjoyed.

Taking the men alone, the improvement in a quarter of a century, has been from 66 to 77, or 11; against the women's 18. The men's improvement has taken place unequally: from 1838 to 1846 (eight years) 1: then in one year an improvement of 2: from 1847 to 1852 (six years), no improvement: but in the last nine years, from 1855 to 1864, no less than 7, against the women's 9. It seems therefore, that the men improved in twenty-six years 11: in the first seventeen years only 4; and in the last nine years 7.

It must be remembered however, that my tables are compiled from the marriage registers; that they show what faculty of writing exists among young men and women of *marriageable age*: that this age is not the same in the two sexes: that a woman who is married has been at school more recently than a man: that therefore, the women's signatures show the state of school instruction at a more recent date than is shown by the men's signatures. A woman married to day at 21 years' old, was probably at school until 1858: the bridegroom of 25 years' old left school four years earlier. My tables therefore, following the marriage registers, will exhibit school improvement more slowly in the case of men than in the case of women.

IX.—*Comparison with Foreign Countries.*

Prussia.—After ascertaining what progress we are making, we should inquire next, what other nations have done and are doing.

Prussia is the example constantly held up for our imitation. The astonishing victories lately gained by that country, have rather dazzled our eyes; and our gratification at finding that the blood shed has not been for the mere aggrandizement of a dynasty, but for the reconstruction of the German nation,* has impelled some among us to the belief that whatever is Prussian is right. The stock fallacy has prevailed:—the Prussians have been victorious; the Prussians are educated; therefore, the education caused the victories. We have also heard from two eminent writers, much about the *philistinism* of England, and the *geist* of Germany. These declamations, regarded as satires, are wholesome alternatives for us: as to their truth I have seen no evidence offered.

What do we really know as to the elementary instruction of Prussia? As regards mere attendance at school, we are told by the Education Commission, that in Prussia the proportion of the population at school is about 16 per cent.,† against 13 per cent. in England, or probably more than 13 per cent.

* See *Henri de Sybel*, in "*Revue des deux Mondes*," 65, 491.

† *Statistical Journal*, vol. xxv, p. 51.

As regards the quality of the instruction, we learn from the same Commission, that Europe has been misled by M. Cousin, who hastily confounded an abortive project with a reality.* M. Cousin has told us expressly,† that he long ago experienced great difficulty in conversing with the German philosophers; and Heine, I think, went so far as to assert that M. Cousin was altogether ignorant of German.

As to the diffusion of elementary knowledge we have some direct evidence. M. Henri de Sybel says‡ that of 600,000 men in the Prussian army, all have been at the primary schools, except perhaps 20,000, or 3 per cent. Mr. Kay, of the Temple, informs us§ that he has been a good deal in Prussia, that he can vouch for the excellence of the schools, and the universality of the practice of sending the children to them. I should not have given great weight to Mr. Kay's assertions taken alone; because I know practically, the difficulty of judging correctly on these points even at home; and I am convinced that the difficulty must be far greater in a foreign country. The Education Commission however, show us how the diffusion of education has arisen: they inform us that throughout Protestant Germany, since the Reformation, the law has required that all children should be sent to school. I presume therefore, that Prussia differs from other Protestant German States, in a more rigorous enforcement of this law. After all, this is nearly what has taken place in Scotland; where also since the Reformation schools have been provided, and with satisfactory results until the growth of great towns impeded the practice. I have shown that in some Scottish counties, not a single mark is made to a marriage register.

I wish we had equally trustworthy evidence for each part of Prussia. Mr. Kay indeed, says:—|| "Eighteen years ago the Prussian Government examined all the recruits who came up from *the different provinces* to join the army. I was informed by a member of the Government that the results of that examination showed that only two out of every hundred recruits—that is, out of every hundred of all the young men of the nation of twenty years of age—could not read and write! This great result had been attained eighteen years ago. Since that time the Government has been unremitting in its exertions to promote and improve the education of all classes of the people." This would be conclusive, if we could be quite sure that Mr. Kay's informant had received from his subordinates perfectly accurate information; that his memory for figures was infallible; and that he was quite incapable of patriotic exaggeration.

* "Westminster Review," January, 1862, and "Economist," 11th January, 1862.

† "Revue des deux Mondes," 64, 605.

‡ Ibid., 65, 500.

§ "Pall Mall Gazette," 12th September, 1866, p. 3.

|| Ibid.

I hope it will be understood that I do not *disbelieve* the statements of Mr. Kay's informant; but that I wish for confirmatory evidence. I even concede that the statement may be not very far from the truth; for it is well known that during a great part of the present century constant efforts have been made to educate the Prussians. So long ago as 1809, steps were taken to improve the quality of the teachers: in the first volume of our "Transactions," we had the following:—* "From an account of Mr. Wittich of the "Seminaries in Prussia for Schoolmasters for the Working Classes, "it appears that although thirty years has not yet elapsed since "these establishments were *first formed in 1809*, their number has "already increased to about fifty; and it is thought that the number "of teachers issuing from them annually is sufficient to satisfy the "present demand. Every person in Prussia may apply for the "admission of their sons into these seminaries. At a certain period "of the year all the aspirants are summoned and examined, and "those who evince the most knowledge and talent, and whose moral "conduct bears examination, are admitted. They are allowed to "remain in the school three years, at the expiration of which time "they are examined, and receive testimonials according to their proficiency, which are divided into three classes, and characterised by "the expressions—*distinguished, good, and sufficiently instructed.*" Further particulars will be found in an article of 1847† written by Mr. Bernard Hebel, the Consul-General for Prussia; which told us that nearly 16 per cent. of the whole population were at school. He did not however, give any results such as those furnished by Mr. Kay. Mr. Hebel stated‡ that there were forty-one training schools, a number rather less than that given by Mr. Wittich: that the youths in training were 2,546; and that this was believed to be sufficient to supply 838 annual vacancies.

A less favourable sketch has recently been drawn by Mr. Grant Duff, whose authority must have great weight with us. He first§ gives a passage from Mr. Horace Mann; written indeed in 1843, but quoted by Mr. Pattison in his report to the Royal Commission; and assumed both by Mr. Pattison and by Mr. Grant Duff to be applicable to a very recent period.

"A proverb has obtained currency in Prussia which explains the "whole mystery of the relation between their schools and their life: "‘The School is good; the World is bad.’ The quiescence or "torpidity of social life stifles the activity excited in the school-room. "Whatever pernicious habits and customs exist in the community "act as antagonistic forces against the moral training of the teacher.

* *Statistical Journal*, vol. i, p. 47.

† *Ibid.*, vol. x, p. 164.

‡ *Ibid.*, p. 167.

§ "Studies in European Politics," 220.

"The power of the Government presses upon the partially-developed faculties of the youth as with a mountain's weight. . . .
 "When the children come out from the school they have little use either for the faculties that have been developed, or for the knowledge that has been acquired."

Mr. Grant Duff makes the following comments on Mr. Horace Mann:—"We recommend this passage to the consideration of those who think that the reason why the Prussians do not make greater exertions to obtain the management of their own affairs, is, that they have been over-educated by a too zealous government."

Mr. Kay, as I have shown, believes that of all the men of 20 years old throughout the nation, only 2 per cent. are unable to write. Mr. Grant Duff's testimony is more restrained,* though it goes farther as to one province.

"That elementary instruction in Prussia is in an advanced state is indisputable. *It is now said* that of the recruits from the Saxon province only 4 in 1,000 are unable to read, write, and cipher; but before 1848 the stagnation of the peasant's intelligence was indescribable. He did nothing with his elementary instruction when he had got it—at least in many districts."

On the whole I cannot doubt that the elementary instruction of Prussia is highly satisfactory, and that this is the result of the persistent efforts of two generations of statesmen. The Prussians set to work earnestly nearly sixty years ago: we, not thirty years ago. Prussia found in its law, existing since the Reformation, the means of compelling parents to use the schools provided: we have hitherto wisely abstained from compulsion, except in the case of the Factory Acts. Prussia is in advance of us, and no wonder; since she worked while we slept.

The Prussian efforts are the more remarkable, as having been made in a country oppressed by poverty, by the prejudices of an *oligarchy*, and as it is said by the ravages of a war of two centuries ago.

"There are few things more melancholy than to talk to an average Prussian officer, and to see how little his thoughts have travelled beyond his narrow, old-fashioned, poverty-stricken, little world. Indeed, it is this same poverty that meets one at every turn in dealing with Prussian affairs. If the class from which the officers are recruited were a *real aristocracy*, with wealth and wide-reaching European connections, their sons could not be half so wedded as they are to antiquated pretensions at which their foreign associates would only smile."†

"When Germans tell us, as they often do, that their country is only just recovering the ravages of the Thirty Years' War, we are at first tempted to smile; but if we examine into the matter closely,

* "Studies in European Politics," 221.

† *Ibid.*, 243.

"we shall find that their statement is *literally and perfectly* correct. "It is only in this century that Prussia has become anything more than a court, an army, and a bureaucracy. The real wonder is, not that she is so far back, but that she has made so much progress."*

Various Countries.—Prussia is ahead of us, and she is ahead of most other European countries, though not of the best parts of the United States. In an article† of 1840, on Belgian Education, by Mr. Rawson, then Hon. Secretary to this Society, we had a table of the attendance at school in various countries. It appears that about thirty years ago, in Maine and New Hampshire, a third of the population was at school: in several other New England States,‡ in New York State, and in Ohio, about a fourth: in certain cantons of Switzerland, in Prussia, Bohemia, and Baden, from a sixth to a fifth: in Scotland, Holland, and Bavaria, an eighth: in Austria and Belgium,§ a tenth: in England an eleventh: in France and Ireland, a thirteenth. Thirty years ago therefore, parts of the United States were ahead of Prussia as to the number of children at school; Saxony, Bohemia, and parts of Switzerland, were slightly ahead of Prussia: Denmark, Norway, Wurtemberg, were below her, and above Scotland: England, notwithstanding improvement, was much below Prussia. Since that time, the attendance of Prussia has not increased: apparently however, the quality of the instruction given has been carefully improved. England, Ireland, and Scotland, have made much progress both in attendance and in excellence.

Of course, we cannot accept these figures as anything more than approximations to the truth, and we ought to test their correctness by other means. As to France, I find M. Villemain giving a return|| seven years later a little more favourable: as 13 to 12; no remarkable difference, allowing for seven years' growth. Recently, Mr. Horace Mann states¶ the attendance in France as a ninth part of the population, showing a growth in twenty years, from one-twelfth to one-ninth; and in twenty-seven years from one-thirteenth to one-ninth. Holland seems stationary at a moderately high level: her

* "Studies in European Politics," 248.

† *Statistical Journal*, vol. ii, p. 386, note.

‡ This large proportion contradicts our European calculations. It is explained by what I heard long ago from an American merchant; who told me that he was the son of a New England farmer, and that he had gone to school only during the winters. Of course his education would continue much longer than that of boys regularly at school; and as all young persons from 4 to 21 are regarded as of school age, and one-half apparently may attend school, the number appears large. I find summer schools and winter schools distinguished, in the State of Maine.—"National Almanac," 1863, p. 343.

§ It appeared that after the Revolution of 1830 the education of Belgium fell off.—*Statistical Journal*, vol. ii, p. 388. But according to the "Annuaire "Statistique Belge," it has again risen to one-ninth of the population, pp. 12 and 133.

|| *Statistical Journal*, vol. x, p. 167.

¶ *Ibid.*, vol. xxv, p. 51.

attendance in 1835 being given as one in* 8·3, and one in 8·11† quite recently. As regards foreign countries, these various accounts are tolerably consistent with each other.

Letters.—Some persons may think that the number of letters written in various places, may indicate the relative facility of writing: but far the greater part of letters are written from necessity, on matters of business; and the number of these will depend on the kind of business carried on. Most farmers can write, but their business is generally performed at market by word of mouth; and therefore, the number of rural letters is small.

M. Block,‡ comparing one *country* with another, regards railway movements, telegrams, and letters, as metres of public prosperity; which however, is a different thing from public instruction. He gives the following schedule, of the number of letters to each 1,000 persons:—

Great Britain	1,907	Bavaria	348
Switzerland	1,620	Spain	274
United States	706	Hanover	234
France	699	Austria	155
Prussia	669	Denmark	126
Holland	492	Chili	39
Belgium	438	Portugal	24
Saxony	413	Russia	23

The small number in Prussia is remarkable, and shows that this comparison proves nothing as to the diffusion of education in one country and another. But the great number of letters in Great Britain, by raising the commercial value of writing, is favourable to the future promotion of instruction in it.

Spain.—It is possible unfortunately, for a great many children to be at school, while very little instruction is given. Even Spain, backward as it is politically, has made advances in the number at school. Mr. Grant Duff, quoting the late “Home and Foreign Review,” states that there has been considerable progress. Comparing the particulars he gives, with those derived from another source,§ we find the number at school to have been:—

In 1851	839,000
„ ’55	1,004,000
„ ’61	1,046,000

Besides the increase in numbers, the proportion of girls to boys has risen much. I should like to know how many of these pupils

* *Statistical Journal*, vol. ii, p. 386.

† *Ibid.*, vol. xxv, p. 51.

‡ Block, “*Puissance Comparée*,” Gotha, 1862.

§ Grant Duff, “*Studies in European Politics*,” 50, 51; and *Statistical Journal*, vol. xxi, p. 171.

learn to write, and retain the accomplishment at the age of marriage. The "Pall Mall" of 3rd January, p. 2, tells us that among the 72,157 municipal councillors 12,479 (17 per cent.) cannot even read; and that among these utterly uninstructed men there are 422 mayors and 932 deputy mayors.

Italy.—As to Italy I find the following paragraph in one of the most trustworthy of all our periodicals:—*

"A report has just been submitted to the Italian Government on the education of the people, &c.

"Out of 21,777,534 people, 16,999,701 are unable either to read or write. An Italian who cannot read is not so ignorant as an Englishman in the same position, but there is nevertheless ample work for the schoolmaster. In Piedmont only half the population is able to read," &c.

A casual glance at this statement may appear to justify the editor's epithet of *frightful*: but some qualifications will be suggested by reflection. First, if the Italian population is of similar ages with our own, one-fourth is under 10 years;† and as children in the south of Europe, run wild much later than they do in England, those who cannot read at 10, will probably learn afterwards: this reduces the seventeen millions of blameably ignorant by four millions and a quarter. Secondly, as in France, so in Italy, the disturbed condition of Europe would hinder education during the first twenty years of the century; and it is only persons under 45 years old that could be expected as a rule to read. But the population over 45, is probably a fifth of the whole. We have thus 45 per cent. of the whole population, among whom ignorance of reading is no reproach. It may be therefore, that of those who might be expected to read, one-half can do so: a low proportion certainly, but a very much better one than the apparent 4 out of 21. Again, if in Piedmont half of the men, women, and children, can read, there is little to complain of.

France.—When we come to France, we have, as we might have expected, tolerably full information. The Emperor of the French, while he was President, furnished details as to the numbers under instruction: in a message to the Assembly, on the 7th June, 1849, he said‡ that the primary (or elementary) schools contained,

2,176,079 boys	} total 3,530,135
1,354,056 girls	

or something like 1 in 10 of the population.

He also enumerated the establishments for superior instruction.

Recently, the Emperor has shown his desire to promote education,

* "Spectator," 29th April, 1865.

† *Statistical Journal*, March, 1866, p. 102.

‡ "Œuvres de Napoléon III," tome troisième, 68.

by ordering or permitting, an inquiry into the present English proceedings. The Préfet de la Seine sent over here M. Motheré, a gentleman of much intelligence, and possessing a very unusual familiarity with the English language. The Report of M.M. Marguerin and Motheré is well worthy our study.*

We have, in the Report of the Royal Commission, an excellent history of the French proceedings during this century.† Mr. Matthew Arnold was sent to the continent to obtain information. After consulting M. Guizot and other distinguished men, and after visiting many schools in different parts, he gave an elaborate report.

He tells us that the Revolution of 1789, while decreeing universal instruction, furnished no means but a “deluge of words:”‡ that up to 1801, the disappearance of the old and inferior village schools, had left a blank quite unfilled, and a disorganization deeply felt:§ that seven years later, (1808) half the communes had no school at all; and the other half had only old and infirm teachers, with no younger persons to succeed them:|| that little was done till 1816, when the Restored Government determined on action; for “Other Governments had decreed systems . . . the Government of the “Restoration decreed funds:”¶ that from this date till the Revolution of 1830, the elementary instruction was not brilliant and was still less sound:** that in 1833 however, a great move was made by M. Guizot; and that the law then passed was “full of good sense, “full of fruitful ideas, full of toleration, full of equity;” with “the “still greater merit of attaining the object it had in view:”†† that the results of the law were prodigious; the 13 normal schools of 1830, having grown to 76 in 1838; and in the four years from 1834 to 1838, 4,557 public schools, the property of the communes, having been added to the 10,316 which existed in 1834:‡‡ that up to 1847, the teachers had been left with very insufficient salaries, but that it was determined in that year to correct this fault; that the Revolution of 1848 however, arrested the promised measure, while it unfortunately made the masters the instruments of preaching republicanism:§§ that even now the salaries are miserably low, the minimum being 20*l.* a-year:|||| that finally, the taxation levied for instruction, does not extinguish voluntary efforts for their support.¶¶

* “De l’Enseignement des Classes Moyennes et des Classes Ouvrières en Angleterre.” Rapport par M.M. Marguerin (Directeur, &c.) et Motheré (Professeur, &c.), 1864.

† “Education Commission” 1861, vol. iv, pp. 15 to 121.

‡ Ibid., p. 29.

§ Ibid., p. 31.

|| Ibid., p. 34.

¶ Ibid., p. 35.

** Ibid., p. 38.

†† Ibid., p. 40: the law is given in full at pp. 106—111.

‡‡ Ibid., p. 43.

§§ Ibid., pp. 45, 46.

|||| Ibid., p. 50.

¶¶ Ibid., p. 62.

Mr. Arnold does not give us any statistics as to results. He looked over the conscript returns, and found numbers of young men unable to read and write: he believed that many soon lose their school acquirements, and he pronounced that the peasants are not in the least studious by nature, having an "incurable preference for 'the knowledge to be acquired at the cabaret, at the village ball, in 'the great world, over that to be acquired in solitude and from 'books.'"*

From another source† however, I obtain the following definite information:—

Signatures to Marriage Registers, per Cent.

	Men.	Women.	Men and Women.	Improvement in Seven Years.		
				Men.	Women.	Men and Women.
1855.						
French	68	52	60	—	—	—
English	70	59	64½	—	—	—
1862.						
French	71½	56½	64	3½	4½	4
English	76	67	71½	6	8	7

From this comparison we find that in 1855, English signatures surpassed French by only 2 male and 7 female: that seven years later our superiority had increased to 4½ male and 10½ female; and that our rate of improvement was nearly twice as great as theirs.

In Paris the proportion of signatures is far larger than in the rest of France.

	Men.	Women.
In 1862, the signatures per cent. were in all } France.....	71½	56½
" " " in Paris.....	95	87
Superiority of Paris	23½	30½

A similar, though less, superiority is observable in London;

where the signatures per cent. are 89 and 82

 " " against 76 " 67 for all England.

But as I notice elsewhere, this superiority is fast diminishing, because the progress in London is very slow, when compared with that in other parts of England.

* "Education Commission," 1861, vol. iv, p. 98.

† "Annuaire de l'Économie Politique," &c., 1865, p. 17.

Whatever may have been the rate of progress in France during the last few years, a great deal has been done in thirty years. The conscription takes men from all ranks, except the few who can afford to buy exemption. As all who do buy exemption, are probably able to write, the average signatures of the conscripts would fall rather below that of the whole male population of the same age: though judging from our own recruits (a lower class on the average than the French), the difference is not great.

Now in 1827 to 1829, as M. Guerry tells us,* only 38 per cent. could write; but at first sight, we might presume some error in this, as in 1835, nearly one-half could write. It must be remembered however, that Napoleon's wars so disturbed the peaceful occupations of France, that the conscripts of 1827-29, who were born about 1807-09, may have missed the instruction which those born six or eight years later may have enjoyed. It is startling enough to find that even among the conscripts of 1835, not quite half could write. The progress since that time has been great; for as we have seen, in 1859, no less than 69 per cent. of the men signed their names to the marriage registers.

South America.—I pass now to the other side of the Atlantic. But before giving any particulars as to the United States, I must quote a statement as to South America: a statement so surprising, that but for the trustworthy character of the original, I should have disregarded it. In a recent number of the "*Revue des deux Mondes*,"† we are told of the States now at war with Brazil:—"As to the intellectual and moral progress of these youthful States, they are as unquestionable as their material progress. Notwithstanding a frequent affectation of speaking about them with a kind of pity, as communities destined to relapse into barbarism, it is not the less true, that education is diffusing itself more and more every day among these Spanish-American Republics. In most of them the newspapers are entirely free, and are circulated by thousands: libraries and schools are multiplied; and already in some of the States there is a greater proportion of citizens who can read and write than we find in the countries of Western Europe, as Spain, France, and England. In Paraguay particularly, there is scarcely a descendant of the ancient Guaranis unable to sign his name." Whatever deduction we may make for unintentional exaggeration, we must feel that there is a hopeful future for these States; and we must rejoice that they have been able to hold their own against the great slave-power of Brazil.

United States.—The general diffusion of education in the United States, is well known. Nearly thirty years ago, a statement

* *Statistical Journal*, vol. ii, 189.

† "*Revue des deux Mondes*," 15th October, 1866, pp. 978, 979.

of the condition of the schools, is found among the records of this Society.* In a letter from an American gentleman, Dr. Potter, we are told:—"In respect to common schools, the secretary" (of the British Association) "is doubtless aware that in nearly all the States they are placed by law under the immediate supervision of the Government, and that a large proportion of the expense of maintaining them is discharged by the State treasury. In the State of New York, by means of this system more than nine-tenths of all the children between the ages of 5 and 15 are brought into schools and taught the first elements of knowledge. It must be acknowledged, however, that, owing in part to the deficient qualifications of the teachers, and still more to the indifference of parents, the education imparted in many of these schools is exceedingly imperfect. Of this there is a growing conviction among the people, and this conviction has led to various measures for improving the condition of our common schools. Among these may be mentioned the establishment of newspapers devoted to the interests of education; the formation of societies to improve the character of school books; the construction of school-houses, and the qualifications of teachers; and also the exercise, on the part of the State, of greater care in organising, and greater liberality in supporting, the schools. In the State of New York about 1,000,000*l.* has been recently appropriated by the legislature to advance the interests of education."

This extract applies to a past generation: I will now give an account of recent proceedings.

In my Appendix O, will be found the particulars of the sums applied by the authorities of eighteen States, towards the maintenance of the "Common Schools." A large part of this money consists of a share of the proceeds of the sales of land. What is called "the School Fund" is applied to education generally.

My authority is the *National Almanac*† for 1863: the population is that of the census of 1860; and the figures given are of such a date as to have been little disturbed by the civil war: I therefore reckon the dollar at 50*d.*, and the cent at $\frac{1}{2}$ *d.*

These eighteen States include most of the older free States, and some important new ones: the population is 19 millions. Their entire public outlay for the "Common Schools" only, was nearly 19 million dollars; or a dollar a-head for man, woman, and child. If we exclude the Slave State of Kentucky, the population in my table is about 18 millions, and the public outlay about 18½ million dollars = or to be exact, 4*s.* 3*d.* a-head. In the same proportion, we, instead of less than a million, ought to expend six millions sterling.

* *Statistical Journal*, vol. vii, p. 383.

† Mr. Elihu Burritt tells me I may trust this publication.

The following extract,* strictly statistical, gives a good notion of the financial arrangements—

MAINE.—“*School Fund.* The *permanent* school fund of the “State on the 1st January, 1862, was \$158,336. It is increased “annually from the sales of reserved lands, of which 487,567 “acres are set apart for this purpose, and 20 per cent. of all “moneys hereafter received from the sale of State lands, and the “amount due on notes given for school lands, of which nearly “\$30,000 is yet outstanding. The amount apportioned for the year “ending 31st December, 1862, was \$68,043. The *banks are taxed* “1 per cent on their capital for the support of schools, the tax “amounting in 1861 to \$78,059. The towns are obliged to raise “by tax for school purposes a sum equal to 60 cents for each “inhabitant, as the condition of receiving their share of the school “money.”

“*Common Schools.* The report of Honourable E. P. Weston, “Superintendent of Common Schools, for the year ending December “1861, gives the following statistics. Number of towns in the “State, 399, from 395 of which returns were received; number of “organized plantations 116, from 68 of which returns were received; “number of school districts, 4,151; number of parts of districts, “360; number of persons between 4 and 21 years of age 249,061; “number registered in *summer* schools 138,924; average attendance “105,381; number registered in *winter* schools 148,571; average “attendance 116,557; average attendance for summer and winter “110,969; rates of average attendance to number of persons of “school age† 45 per cent. Average length of schools 5·35 months; “number of school-houses in the State 4,010; number reported in “good condition 2,157; number built during the year 119; cost of “the same‡ \$92,358; estimated value of all the school-houses in the “State \$1,250,000;§ number of male teachers employed 2,995; “number of *female* teachers 4,926; wages of male teachers per “month, exclusive of board, \$22; inclusive of board \$28;|| wages of “female teachers per month, exclusive of board, \$8¼; inclusive of “board \$13.¶ School money raised by taxation, \$478,017, an excess “of \$64,626 above the requirement of the law; average amount “raised per scholar \$1·62 (6s. 9d.); amount of public school fund “\$154,760; interest of same apportioned to schools \$9,280; bank “tax distributed to schools \$76,128; amount derived from local “funds \$19,210; contributed to prolong public schools \$12,483;

* “National Almanac, 1863,” p. 343.

† “Persons of school age,” means all between 4 and 21.

‡ About 160*l.* each.

§ About 63*l.* each.

|| About 75*l.*, a-year; a very low rate: half of what our best masters get; and that in a country where wages are higher than with us.

¶ About 35*l.* a-year: the cost of a respectable female servant in England.

“ amount paid for private schools \$43,517; paid for repairs, fuel, &c., \$57,013; average cost of board per week \$1.45; estimated amount paid for board \$134,390; amount paid for school supervision \$12,056; *aggregate expenditure* for school purposes \$742,952; number of towns that have their schools graded in part 137; number of towns that raised \$4 or over per scholar by taxation 1; number that raised \$3 and over 3; number that raised \$2 and over 42; less than \$2, 357. The State in 1860 appropriated \$3,600 per annum, to be distributed in sums of \$200 each to one academy or seminary in each county, as part compensation for the instruction of normal classes for two terms each year; the male teachers attending to pay a further sum of \$1 per term, and the female teachers 50 cents per term. Under this law, fifteen of the eighteen designated seminaries had a normal class in the spring of 1861, and fourteen in the autumn of that year; the spring sessions were attended by 216 male and 241 female pupils, and the autumn sessions by 454 males and 438 females. Although some benefits resulted from this instruction, the superintendent regards the plan as objectionable, and suggests its abrogation, and the establishment of a normal school in its stead. He also recommends the introduction of object-teaching, and a uniformity in school-books throughout the State.”

By referring to my Table O, it will be seen that Maine, the State to which this extract refers, is not exceptionally liberal: more being done by four other States; viz.: Illinois, Massachusetts, California, and Ohio; and nearly as much by Wisconsin, Michigan, Connecticut, Iowa, Pennsylvania, and others. The lowest of the free States is New York; which assigns only 2s. 9d. a-head of population, against Maine's 4s. 11d. Others, in order of demerit, are Vermont 2s. 11d.; Delaware 3s. 3d.; New Jersey 3s. 4d.; Maryland 3s. 5d.; New Hampshire 3s. 6d. Rhode Island nearly reaches 4s.; and all the others vary from over 4s. to 6s. 7d. in the case of Illinois.

The circumstance that strikes me most is the high rate in the new States, as Ohio, and still more California: it exhibits strongly the wisdom of the law which provides by a self-acting process for the supply of instruction, by appropriating a certain proportion of the proceeds of land sales: it is in striking contrast with the timid measures of Europe, where the means of instruction are always halting in the rear of the want; leaving great towns to grow up in ignorance, and then too late stepping in to correct it. The Americans are hearty friends to education: the better classes in Europe half fear it, seeing that it leads to an increase of democratic power.

As to the excellence of American education, there are in the Maine return some figures which require explanation. I do not

doubt that the children learn to read and write; but it cannot be supposed that their teachers do much else for them, when it is noticed that in a country where wages are high, the men teachers get only 75*l.* a-year, and the women teachers only 35*l.* a-year. I say nothing of the low character of the school-houses (which in Maine are valued at only 63*l.* each) because excellent instruction may be imparted in a barn.

On the whole, the United States' liberality puts to the blush the puny efforts we are making. I am convinced indeed, by personal observations during the last ten years, that the million, or less, that we do spare, is applied with wonderful success: I know that our masters and mistresses thoroughly understand their business, and communicate elementary knowledge in a most thorough fashion: but I am ashamed to think how grudgingly the money is voted by Parliament; and I long for more of the American and Prussian determination to educate all children at whatever cost may be needful.

X.—*Comparison of Various Parts of England.*

I have thus concluded several comparisons which I proposed to make: first, between England, Ireland, and Scotland; so far as my materials have permitted: secondly, between England and certain foreign countries; especially Prussia, France, and the United States: thirdly between England now and England formerly; indicating slightly the progress made since the framing of Lord Hardwicke's Act in 1753, and more fully the progress made since the first date of the valuable returns of the Registrar-General.

I will now show what is, and has been, the relative condition of the different *parts* of England: co-ordinating first, the eleven great divisions; next the counties; then the great towns; then certain districts of London: comparing also the rural districts with the towns, and men with women.

XI.—*The Eleven Poor Law Divisions.*

For the purpose of comparison, I take as my standard, the signatures throughout England and Wales in 1863:—viz., men 76: women 67: men and women 72.

In 1863 the divisions *above* this standard, were London 86, South Eastern 80, South Western 74, Northern 74.

Neither above nor below, North Midland 72.

Below:—York 70, South Midland 69, Eastern 69, West Midland 66, North Western 64, Wales 56.

The order in excellence in 1863, was;—London, South Eastern, South Western and Northern, North Midland, South

Midland and Eastern, York, West Midland, North Western, Wales.

As to progress for each period of twelve years :—during 1840-51, the greatest advance was made by the eastern division, the least by London :—during 1851-63 the eastern and the north western advanced most. During the same period of 1851-63, the least advance was again made by London, and the least but one by the northern division. It must be remembered however, that for a division already very high on the list, much progress is impossible : in 1840, the London men signed the marriage registers to the extent of 88 per cent. ; and the women to the extent of 75 per cent. ; while the north western men were worse than the Londoners by 27 and the women by 41. The same remark applies, though with less force, to the northern division. Taking the entire period of twenty-three and a-half years, the greatest improvement was made by the eastern division ; the least by London and the northern division.

XII.—*The Counties.*

I will follow the same order as that of the divisions.

1863, Signatures in England and Wales, of men and women taken together, 72.

1863, Counties above this standard ;—Westmorland by 11 ; Sussex 10 ; Middlesex (extra metropolitan) 9 ; Hants and Surrey 8 ; North Riding 7 ; Gloucestershire 5 ; East Riding, Devonshire, Kent, Northumberland, Cumberland, and Rutland 4 ; Lincoln and Oxon 3.

Counties which just reached the standard of 72 ;—Derby, Leicester, Northampton, Somerset, Warwick, and Wilts.

Counties below this standard ;—Hereford by 5 ; Hertfordshire and Salop 6 ; Bucks and Cornwall 7 ; Lancashire 10 ; North Wales and Bedfordshire, 14 ; South Wales, Monmouthshire, and Stafford 17.

Progress.—From 1840 to 1851 the progress made by the whole kingdom was from 58 signatures to 62. The county that made the greatest progress was Worcestershire, from 47 to 59 ; the next was Cambridgeshire, from 47 to 56. Rutland and Stafford actually lost a little ground ; and London was nearly stationary.

During the next twelve years, from 1851 to 1863, the progress was far greater ; being for the whole country from 62 to 72. Of the counties, Wilts advanced the most ; from 55 to 72 : Essex and Hertfordshire nearly as much. Cumberland actually went back a little ; London advanced only from 82 to 86.

During the twenty-three and a half years, London advanced only 4, from 82 to 86 ; while the whole country advanced 14, from 58 to 72. Essex advanced 25 ; Wilts 23 ; West Riding and Worcester 21 ; Cambridge, Hertfordshire, and Huntingdon 20.

XIII.—*The Great Towns.*

1864, Signatures of men and women together in England and Wales, 72.

Much above this standard:—Cheltenham 15; Bath, Brighton, and Southampton, 14; Portsmouth and York, 12. Moderately above:—Hull and Norwich 6; Derby 5; Bristol and Newcastle-on-Tyne 4; Plymouth 3; Chester, Yarmouth, and Leicester 2; Nottingham 1.

A little below:—Birmingham* 2; Coventry, Leeds,* and Sunderland 3; Macclesfield 4; Liverpool* and Manchester* 5; Sheffield 6.

Much below:—Bradford and Gateshead 10; Salford 12; Stockport 14; Oldham 15; Blackburn and Wolverhampton 19; Preston 21.

Progress during the eighteen years:—England and Wales 13. Oldham 26; Bolton 23; Bradford 20; Wolverhampton 19; Macclesfield 16; Manchester 14.

Salford apparently lost 12 during the eighteen years; but this was owing to a division of the ancient parish of Manchester.

Gateshead lost a little ground.

The case of Oldham is really remarkable. In 1846 signatures were given by only 16 women in the 100, and by only 46 men. Blackburn was nearly as bad, and Bradford was not much better.

XIV.—*Some London Districts.*

1864	Signatures of men and women together in England and Wales.....	72
"	"	all London†
		86

I only give fourteen of the districts into which London is divided. Of these, there are:—

Much above the *London* standard; St. George's Hanover Square, and St. James' Westminster, in both of which only 3 per cent. failed to sign.

Above the London standard, and therefore much above the standard of the whole country:—Marylebone, St. Martin in the Fields, and Lewisham.

Up to the London standard:—the Strand.

Below the London standard, but above that of the whole country:—St. Giles; Shoreditch; Bermondsey; the City, and Whitechapel.

* These are the Poor Law Districts only, that is the worst parts of the boroughs: whereas in many smaller towns, the district includes far more than the borough.

† London here includes a very wide area, stretching in one direction as far as Sydenham.

Up to the standard of the whole country :—St. George in the East.

Below even the standard of the whole country :—Bethnal Green by 7 signatures (the men being 2 below and the women 12).

Progress during the eighteen years. England and Wales 13 : London 4 ; Lewisham 16 ; Shoreditch and Whitechapel 5 ; St. Martin in the Fields 4 ; St. James, Westminster, and St. George, Southwark 3 ; St. Giles 2 ; St. George Hanover Square and Marylebone 1 ; Bethnal Green 7.

Several have retrograded :—Strand by 1 ; Bermondsey by 2 ; City by 4 ; St. George in the East by 9.

XV.—*Comparison of Town and Country.*

A comparison of town registers with rural registers, is not so conclusive as that of town with town, or of county with county. In many town churches marriages are performed by the score, and little pressure is put on the signitaries to induce them to write : in the country, marriages being comparatively few, the clergyman uses some persuasion to procure written signatures.

Besides this, the newly married persons in the large town churches, are generally strangers to the church, whereas in the country they are known to the clergyman, who urges their writing when they can do so, and commonly, though not always, urges it successfully.

The comparison is therefore, more or less unfair to the towns.

On the other hand, the couples living together unmarried, are in rural districts very rare ; but among the lowest people of the towns more numerous : the farm labourers who live and die bachelors, are I believe very few ; but among the lowest town people, the dregs of the whole country, who hide themselves in courts and alleys, they must be in greater numbers. But these are on the average the most ignorant of the population ; and would add to the signatures by mark in the town registers. The comparison is therefore, in this second respect, unfair to the rural districts.

I am quite unable to estimate the degree of disturbance arising from these causes : I cannot say whether they balance each other. I can only give the comparisons subject to modification on these grounds. I do not believe however, that the balance of disturbances is considerable : I believe that comparing actual written signatures in the country, and in most towns, we shall form a fair estimate of the respective education obtained ten or twelve years before.

I see no reason therefore, for admitting the truth of assertions made as to the greater ignorance of our farm labourers : I find from my tables, that the counties in which agriculture prevails, furnish as much writing as the counties in which town pursuits prevail. Yet

we find Professor Fawcett writing in this way: * “Improved schools, “enormous educational grants, and a general zeal for instructing the “poor, have failed to educate the agricultural labourers.” † “The “children are constantly sent to work when they are 8 or 9 years old; “they have *not* acquired even the *first rudiments* of education, and it “is consequently no exaggeration to say, that our agricultural population as a general rule *can neither read nor write.*” And so able a paper as the “Economist” recently said: ‡ “The other great “moral and economical evil of our present social condition with which “the member for Brighton” (Professor Fawcett) “grappled in a very “able speech at Manchester, was the *crass and hopeless ignorance* of “our agricultural labourers . . . he demanded the application “of the principle of the factory law to agricultural labourers.”

I quite agree with Mr. Fawcett in this demand, but I tremble to see it based on alleged inferiority of rural education, because I see that that ground cannot be maintained.

Let us see the number of signatures in writing, in the agricultural counties.

In the whole of England and Wales they are **72.**

In the agricultural counties, having four acres and upwards to each person, they are as follow. Westmoreland 83; North Riding 82; Lincoln and Rutland 76: all these surpass the whole country: Hereford 67; North Wales 58; South Wales 55: these are far below the whole country.

In the counties where towns prevail they are as follow. Stafford 55; Lancashire 62; Cheshire 67; West Riding and Worcester 68; Durham and Notts 69; these large and thickly peopled counties are much below the standard. Derby and Warwick 72: just up to the standard. Gloucester 77; Kent (extra metropolitan) 79; Surrey and Middlesex (extra metropolitan) 81: these are much above the standard.

<i>Best Agricultural Counties.</i>		<i>Best Counties with Large Town Population.</i>	
Westmoreland	83	Middlesex (<i>extra metropolitan</i>)	81
Sussex	82	Surrey	81
Hants.....	81	Kent	79
Lincoln	76	Gloucester	77
Rutland.....	76	Derby.....	72
		Warwick	72
<i>Worst Agricultural Counties.</i>		<i>Worst Counties with Large Town Population.</i>	
South Wales	55	Staffordshire	55
North Wales.....	58	Lancashire.....	62
Hereford	67	Cheshire.....	67
		West Riding	68

* “Manual,” p. 212. Second edition.

† “The Economical Position,” p. 131.

‡ “Economist,” 13th October, 1866, pp. 1192—93.

There is little difference between the agricultural counties and the others, taking the best and the worst into account.

Persons making these remarks, are perhaps really thinking of those counties in which the lowest wages are paid; and particularly of Devonshire, Dorsetshire, and Wiltshire. But the facts are against them here also. Taking my previous mode of comparison, Devonshire is 6 above the standard, Dorset is 2 above, and Wilts is just up to the standard. All three are far above the great manufacturing counties; above Stafford by nearly 20, above Lancashire by about 12, above the West Riding by 4 to 10.

The improvement too, has been satisfactory: in Devon and Dorset as great as that of the whole country, and in Wilts far greater.

If we put comparisons aside, we still find Professor Fawcett hopelessly in error. He says that the "agricultural population" as a general rule can neither read nor write." I find that in the worst paid counties they can, as a general rule, not only read but also write. In Devonshire 78 per cent., in Dorsetshire 74 per cent., in Wilts 72 per cent., actually sign their names. No doubt, a few more than these can write a little, and a still larger number can read. Probably four-fifths can read. Still larger numbers can write in Westmoreland (82), Sussex (82), Hants (81), Lincoln and Rutland (76). On which side is the "general rule?"

XVI.—*Comparison of the Sexes.*

Hitherto I have taken men and women together in making my comparisons: I will now take the men and the women separately.

Generally we shall find the men superior: this is especially true of Lancashire and Cheshire, the greatest manufacturing region: in some agricultural counties the proportion is reversed. Boys go early into the fields, and leave their sisters at school: girls in the textile districts go early into factories. Throughout the world, education is of more value to the male sex, as a means of advancement; and girls are kept more from school, to help their mothers.

In the Eleven Poor Law Divisions.

1863. Signatures throughout England and Wales—76 men, 67 women: therefore the men are better by 9.

In the eastern division, the *women* are better by 4; and in the south eastern by 3.

The men are better in the south western by 3; in the west midland by 6; London 7; north midland 8; northern 13; Welsh 16; Yorkshire 17; north western (Lancashire and Cheshire) 22.

The Counties.—The most remarkable counties are as follow:

Suffolk, where the women excel by 7; and Berks by 6. In Oxfordshire men and women are equal.

The women are worse than the men by 13 to 14 in Northumberland, Cumberland, Durham, and North Wales; by 16 in Cheshire; by 19 in the West Riding; by 20 in South Wales; by 24 in Lancashire. In these counties however, the women have improved far more than the men: except Lancashire where the improvement in twenty-three and a-half years has been, men 13, women 16; and South Wales 11 and 15 respectively.

The Towns.—Still greater differences are found in certain towns. In Southampton indeed, the sexes are equal in excellence. The women are worse in these places: Cheltenham by 2; Bath and Yarmouth 3; Brighton 4; London 6; Norwich, Portsmouth, and York 7; Birmingham and Chester 9; Plymouth 10.

The women are far worse than the men, in Blackburn and Oldham by 34; Bradford 29; Bolton 28; Manchester 27; Preston 26; Macclesfield and Stockport 24; Coventry 22.

In certain London Districts.

In none of these are the women better. In St. George's Hanover Square they are equal. They are worse in most of the districts by 3 to 8: in Bethnal Green by 19.

XVII.—*What has been Done.*

It is only during the last twenty years that any considerable, systematic, efforts have been made by the State, to promote school instruction; and it is little more than ten years since the present admirable machinery was got thoroughly to work.

Sunday Schools.—In the last century, the invention of Sunday Schools was, no doubt, a great step; and most of us would regret any diminution of the number of such schools. But it cannot be pretended that any great amount of instruction is given in them. The English and Scotch Protestant notions as to the sacredness of the first day of the week, limits the Sunday teaching to the unpaid, slovenly, action of amateurs; and expends a large part of the children's time in listening to one, if not two, long services and sermons which they do not understand.* If the Sunday Schools were conducted by trained and paid teachers, and were assisted and controlled by the Privy Council, what might not be done! At present, we give up a seventh of our time to rest and religion, with the result, as to the labouring classes, of exposing them, during a whole day in the week, to the evils of idleness and consequent sensuality. Any one familiar with great towns, knows that workmen

* Some zealous clergymen, I know, have a special service and sermon in the school room.

on Sundays, do not go to church, and do haunt taverns. The actual educational progress we have made, is owing but in a slight degree to Sunday Schools.

Privy Council.—The real instrument of recent progress is the system of the Privy Council;* with its assistance given to building school-rooms, and to maintaining schools; with its inspection of instruction, furnishing competent teachers and pupil teachers, and advising all who wish to promote education. The public is quite unaware of the excellence of the work done. I know by observation, that the elementary subjects are better taught in the good inspected schools, than in the good schools of the better classes. When indeed we hear that 500 boys are assembled under one roof, we assume that they must be badly taught: the truth is that the children who attend regularly are extremely well taught: in such good schools, the children who fail to learn are those who, through the carelessness or poverty of the parents, are kept at home a large part of their time, or wander from school to school. I have no means of making an exact comparison of our machinery with that of other nations; but I should be surprised to find anything nearly so good in France, Prussia, the United States, or any other country.

Revised Code.—I am not competent to defend or attack in all its provisions, the new system known as the Revised Code: I see that it has caused an unhappy irritation in the minds of many excellent and upright masters and mistresses, who feel that they lost suddenly, and by no fault of their own, emoluments which they had a reasonable expectation of continuing to receive: I fear that parsimony, and a desire to save a farthing in the pound on the income tax, was too predominant in the Cabinet: but I can declare of my own knowledge, that since the Code came into operation, the principle of paying for results, as it has been applied by the inspectors, has greatly raised the character of the ordinary work of the schools; having compelled the teachers to abandon the practice prevalent in all schools from Eton downwards, of urging the clever children forward, and leaving the dunces to take their chance; and having substituted the more wholesome practice of striving to bring all the children up to the level at which they earn the Government allowance.

While the inspectors constitute the regulating power of the machine, the trained teachers, old and young, are the moving force, without which regulation would be vain. Mr. Acland in recent speech, related that he was present in 1840 at the founding of the Diocesan Training School at Birmingham, now under Mr. Gover, and one of the most successful in the kingdom. It is since the masters and mistresses trained in such institutions† have taken the

* See "Report of Commission on Popular Education," 1861, i, 20.

† *Ibid.*, 22.

management of schools, aided by the systematised labour of pupil teachers,* that instruction has been effectively given. Teaching the working classes has become a profession, the members of which have been regularly apprenticed; and understand their art far better than the teaching of higher schools is understood by young university men, who have knowledge, but are ignorant of the right mode of communicating it.

Expenditure.—The Privy Council Committee of Education, is a most effective instrument. It is also remarkably economical. The following are the sums granted or actually spent:—

	Parliamentary Grants.*	Actual Expenditure.†
	£	£
1839	30,000	—
1840	30,000	—
'41	40,000	—
'42	same	—
'43	50,000	—
'44	40,000	—
'45	75,000	—
'46	100,000	—
'47	100,000	—
'48	125,000	83,406
'49	same	109,948
1850	125,000	180,110
'51	150,000	164,312
'52	160,000	188,856
'53	260,000	250,659
'54	263,000	326,436
'55	396,921	369,602
'56	451,213	423,633
'57	541,233	559,974
'58	663,435	668,873
'59	836,920	723,115
1860	798,167	724,403
'61	—	813,442
'62	—	774,743
'63 (under the revised code)	—	{ 721,386
'64	—	{ 655,036
'65	—	636,806

* See "Report of Commission on Popular Education," 1861, i, 20.

† "Statistical Abstract," x, 86, xii, 98, and xiii, 110.

It will be seen that the grant, beginning with 30,000*l.* in 1839, increased gradually to more than three quarters of a million, but has again diminished since the Revised Code has come into operation.

* See "Report of Commission on Popular Education." 1861, i, 21.

The work done for the money is partly shown in the following table:—*

Primary Schools, England, Wales, and Scotland.

Years ending 31st August.	Number of Schools Inspected.	Number of Children who can be Accommodated.	Average in Attendance.	Number Present at Inspection.
1854	3,825	588,073	461,445	473,214
'55	4,800	811,794	537,585	569,076
'56	5,179	877,762	571,239	645,905
'57	5,398	954,571	626,696	700,872
'58	6,641	1,155,964	761,027	821,744
'59	6,586	1,209,041	801,401	880,131
1860	7,272	1,320,248	884,234	962,932
'61	7,705	1,396,483	919,935	1,028,690
'62	7,569	1,476,240	964,849	1,057,426
'63	7,739	1,512,782	1,008,925	1,092,741
'64	7,891	1,521,457	1,011,134	1,133,291
'65	8,438	1,677,808	1,057,745	1,246,055

It appears from these two tables, that about 1,250,000 children are under the direct influence of the Privy Council and their inspectors; at a cost of about 12s. a-head, including the annual charge for building.

Our Government outlay of three-quarters of a million, is very small when compared with that of one other country. We have seen that in the United States, a dollar a-head of population is expended on 18½ millions of free people; at which rate we ought to spend eight times our three-quarters of a million. The French expenditure from 1837 to 1855 will be found from Mr. Arnold's report,† to amount, after deducting pupils' fees, to nearly a million sterling. M. Dupont White‡ gives about the same sum for 1857. Population for population England and France spend about the same. The expenses in Prussia I have not seen stated, but no doubt they are small: for as Mr. Grant Duff tells us,§ poverty is the difficulty met with at every turn in dealing with Prussian affairs; a poverty which is, in part, justly attributed by the Germans to the Thirty Years' War of two centuries ago, from which Germany is only just recovering.

When I blame the parsimony of our administration, I do not mean to say that a larger outlay would necessarily cause a proportionate improvement: I know that it is easy to spend money without any good result following. The principle however, on which Govern-

* "Statistical Abstract," vol. xiii, p. 109.

† "Education Commission," 1861, iv, 116 and 59.

‡ "La Centralisation," 1861, p. 51, note.

§ "Studies in European Politics," 243.

ment assistance is granted, has hitherto been open to the objection that it refuses help to those who most want it. The Privy Council scheme has supplemented, but has not originated: it has helped those who help themselves; but has nothing for those who are too poor or too indifferent to make the first move. Now there exists a large lowest class, who are themselves uninstructed, who are miserably poor, and to whom therefore, their children's education is a superfluity which they dispense with. The late Mr. Brotherton, whose recent death is an irreparable loss to his own neighbourhood, read a paper at Sheffield in 1865, in which he showed that the requirement of pupils' pence is in many cases an insuperable obstacle. I presume that his zeal outran the facts of the case: for I can hardly believe his statement,* that among one-fourth of the Manchester labouring classes, the entire weekly earnings of each family scarcely amount to 2s. a-head; so that a man and his wife with four children would have only 12s. a-week to live upon, or a similar family with three children, only 10s. Two inquiries however, from house to house, made by the Manchester Statistical Society,† exhibit a state of things not much better than this. Among the 1,054 families visited in 1863-64, nearly half had incomes as low as 8s. to 13s. 5d. per family; among the 789 families visited in 1864-65, a third had incomes as low as this: but these investigations only apply to small districts. In Liverpool again, the committee of inquiry into the causes of the high mortality prevalent, report that there are in that town multitudes of porters and dock labourers who earn only 2s. a-day; and we know from other sources that the absence of manufactures deprives these persons of the opportunity of sending their children to work. Among these miserably paid people, where are the means of paying school-pence? Mr. Brotherton and his friends established a society for the express purpose of paying the school-fees for the destitute: would it not be well to make a legal provision for such payment? Many benevolent persons are crying out for compulsory education: but a free education must in some cases accompany this; since a man could not be fined for keeping his children at home, so long as he could plead inability to pay school-pence: it would be a public scandal to punish a man for poverty. We must make up our minds then, to a larger public expenditure, either from general or local taxation.

Half-time.—Another considerable instrument is the half-time system.

A reader who only ran his eye down the columns of my tables, might think this half-time practice a failure, when he found that in Lancashire, so lately as 1863, only half the women signed their names, while in the agricultural south-eastern counties, four-fifths of

* "Social Science Transactions," 1865, p. 335.

† "Transactions," 1864 and 1865.

the women signed their names. If however, he compares the improvement which has taken place in towns under and not under the Factory Act, he may see reason to change his opinion.

Improvement in the Eighteen Years between 1846 and 1864.

Towns under the Factory Act.	Women.	Men and Women.	Towns <i>not</i> under the Factory Act.	Women.	Men and Women.
Coventry	5	4	London	6	4
Preston	12	10	Liverpool	8	5
Manchester	17	14	Birmingham	12	8
Macclesfield	20	16	Nottingham	14	9
Blackburn	16	18	Sheffield	11	9
Bradford	23	22	Leicester	12	11
Oldham	24	26	Wolverhampton	21	19
Average	17	16	Average	12	9

Against this it may be urged that the improvement has taken place generally, in the towns which started from the lowest level, whether under or not under the Act.

What the half-time system really is, may be found in the essays read during the Educational Conference in London, in 1857, p. 274. Mr. Redgrave, Inspector, says:—

“The half-time system may be concisely described as follows:—

“Daily attendance at school, combined with daily employment for half-time.

“Daily pecuniary responsibility of the employer, and of the parent, for the regularity of the school attendance of each child.

“The system is carried into effect in practice, by means of the following regulations:—

“Every child between 8 and 13 years of age must pass three hours in school on each of five days in every week during which it is employed. Such three hours to be between 8 A.M. and 6 P.M.

“The mill-owner must every week procure certificates, proving that the proper number of hours have been passed in school by each child during the previous week, and no child can be legally employed during the succeeding week who has been absent from school without cause even for one day.

“The labour of the children cannot exceed seven hours per day; it must be taken between 6 A.M. and 6 P.M., and the whole of the daily labour must be commenced and completed either before 1 P.M. or after 12 at noon.

“If the hours at work in a factory are reduced to ten hours per day, the attendance at school may be on alternate days; the children are then employed for the *whole* of one day, going to

“ school for at least five hours on the succeeding day ; their employment at all in any factory on their school days being illegal.”

The evidence as to the efficiency of the system, has varied from time to time. In 1839, three years after the educational clauses were really* carried into operation, it was stated that good effects were already perceptible : that by the testimony of the mill-owners, their overlookers, and the parents, “ the scholars became more tractable “ and better behaved, while their moral habits were improved.” On the other hand, a difficulty was mentioned by Mr. Horner, “ When “ the number of children is sufficient to provide by a moderate “ school-fee for the adequate remuneration of a good teacher, and “ when the mill-owner takes an interest in their education, schools “ will generally be established on the premises ; and this has already “ been done in many instances, and at the sole expense of the owner. “ But where the number is small, the education must be had out of “ the factory ; and here lies the difficulty of executing the Act, “ which requires the education to be given, but does not provide “ suitable schools where none exist. The clause inserted for that “ purpose supplies no funds for their establishment, and however “ willing the parents may be to pay the weekly charge for their “ children’s education, they are unable to unite to build and furnish “ a school.”

Remembering that the Factory Acts were passed in despite of the masters, and were even regarded by them as measures forced upon them in a hostile spirit by the landed interest in Parliament, I do not wonder that difficulties were found.

Mr. Edwin Chadwick, the author of the “ half school-time “ provision,”† as he calls it,‡ wrote as follows seven years ago,§ “ The three hours’ compulsory attendance at school, even where the “ teaching is inferior or nominal, has been successful as a preventive “ of bodily overwork ; the effect has been an improved physical “ growth, as medical officers attest, and also an improved quality of “ labour during the reduced hours,—as employers admit. But the “ securities for the competency of the school-teaching and the rating “ clauses having been thrown out in the House of Lords, the educa- “ tion given has been extensively nominal and illusory, and often “ fraudulent. From officers who have seen only the failures, the “ majority of cases, you will get testimony that the half school-time “ is an utter failure. There is also a body of one-sided testimony “ which entirely overlooks the half school-time provision as a “ security against overwork and bodily deterioration.”

* *Statistical Journal*, vol. ii, p. 176.

† “ Education Commission, Letter by Mr. Chadwick,” 1861 (249) p. 8.

‡ Not half work-time, as is generally supposed.

§ *Ibid.*, p. 8.

In 1857,* Mr. Redgrave, one of the inspectors, had given such an unfavourable opinion as Mr. Chadwick alluded to. "The half-time system of education possesses in the abstract all the elements of success; but in practice it has entirely failed. It has not been the means of extending the duration of school attendance, and it has driven from labour a vast number of children who have been deprived both of labour and of education. The half-time system supposed that children would remain at school from the age of 8 years to the age of 13; and if that anticipation had been realised, the half-time system would have been a great success; but in fact the *average* length of time during which half-time children attend school is less than the general average of schools under inspection."

The children brought up under this system up to 1857, were those who appear as marrying in the last period of my tables; and as I have already shown, the improvement which took place in the Lancashire and Cheshire towns, indicated that the half-time system had not proved a failure; and the current of opinion at present, runs decidedly in its favour. I suspect that there was a little prejudice in the condemnation I have quoted; and that there was a foregone conclusion caused by preconceived opinions: for Mr. Redgrave declared himself against State interference; pronouncing it futile to work out a scheme on paper, "without first obtaining the concurrence of employers," and pointing out the "extreme difficulty of interfering between the employer and the employed in any manner which imposes restrictions obnoxious to the one or to the other."

At any rate, the present education under this system is admitted to be greatly improved, as we learn from Mr. Tremeneere;† who, after mentioning the late Mr. Senior's desire to see an alteration in the schools, says:—

"In the case of the factory schools attended by the half-time children, there was great cause for the conclusion arrived at by Mr. Senior, from the evidence before him at that time, that the education received by the half-time children was very defective; and he accordingly proposed a means of making it effectual. But since the period to which that evidence refers there has been, as I have been informed by both the inspectors of factories, *Mr. Redgrave* and Mr. Baker, a very great improvement; and so much have the schools in general improved, and so ready are the manufacturers to send the half-time children to the best in their neighbourhood, that the factory inspectors are satisfied with the law as it is. All the badly furnished and ill-taught schools are said by them to be fast disappearing, and they believe that in a short time

* "Educational Essays," 1857 (Longmans), 219.

† "Social Science Transactions," 1865, p. 291.

“half-timers will be found attending none but the best local “schools.”

Two beneficial and highly important changes then, have taken place during the last thirty years: first in order of time, the limitation of work, and the requirements of instruction, under the Factory Acts; a system forced on the manufacturers at first, but now generally approved; a system therefore, which has only by degrees assumed its due efficiency: secondly, the Government assistance rendered through the Committee of the Privy Council; a scheme which after many experiments, and at the expense, I fear, of some injustice, has settled down into the means of teaching the elements of knowledge at little cost, and with an efficiency before unknown. We may say truly that during the last generation a vast amount of work has been done.

XVIII.—*Prospects for the Future.*

In estimating our grounds of hope for the future, we must be guided by our knowledge of past and present progress. At p. 92 I have given a table of each year's signatures; and it appears that from 1839 to 1864 the septennial progress was at first 2 signatures, then 3, and of late 6. But my table is founded on the marriages; and the persons married in 1864, generally left school between 1850 and 1855: the table therefore, shows the state of instruction before 1855. Now, both the instruments previously mentioned; I mean the half school-time system, and the Privy Council system; have come into satisfactory working since 1855: the number of children under government inspection has increased since 1854, from half a million to a million and a quarter. I infer that during the last twelve years, elementary education has made great progress; and that probably therefore, the next seven or ten years will show a continued advance in the number of marriage signatures. The 72 signatures may, I hope, rise to 80.

After this point is gained, may we expect to go further, or must we stop at 80? I believe there is hope that we may go further. It is true that every step we take makes the next step more difficult, because we have less material to work upon. In 1,000 marriages, marks were made—

	Men.	Women.	
In 1839 by	340	500	
„ '64 „	230	320	

Thus, instead of having a third of the men to work upon, we have less than a fourth; and instead of half the women, only a third. On the other hand, education having once got a footing in a class, it

tends to propagate itself: parents who can read and write, desire the same advantages for their offspring: it is the ignorant who keep their children away from school, or send them irregularly, or shift them capriciously from school to school. I am able to say that in Birmingham there has been in these respects a great improvement. About ten years ago I first paid attention to this subject: at that time the managers of public schools complained of the irregularity of attendance and constant change of pupils: their complaints are now mitigated: the public schools too, are far better filled, and the difficulty is rather to find accommodation than to bring pupils in. I am speaking of the respectable artisans and not of that lowest class which is still the opprobrium of our great towns. That which is true of one town is, I hope, more or less true of others; that education is propagating itself, through a higher appreciation of it on the part of parents.

Then there are increased motives for desiring to read with facility: there are the penny London and local papers, which contain a great deal that is interesting to all classes, and which are constantly testing men's power of reading, and shaming those young men who do not possess it. The Free Libraries also, which are greatly frequented, keep up in towns the habit of reading when once acquired.

While the motives to seek education, and the actual desire for it, have thus advanced, the means of supplying it are being enlarged. The half school-time system has lately been extended to the Potteries: but for the change of ministry last year, it was to have reached the hardware towns; and I hope that before long it will be imposed on all towns, and in some form, perhaps that of alternate days, on the rural districts. The system was ill received thirty years ago, and therefore for a time was less efficient than it should have been: it will be submitted to now, at any rate in the large towns, with resignation, and in many cases with cheerfulness.*

The Privy Council intervention also, is still advancing in usefulness. I have already shown, p. 115, that the number of children under inspection had doubled in ten years, and was steadily increasing up to 1865: new schools are rising; and the dissenters, who long resisted all State interference, are now generally consenting to receive it. Neither do we yet feel the full effects of the Revised Code, the most valuable characteristic of which is that it secures the instruction of the many and ordinary children. I do not say that it might not do more for the higher classes of the schools, but I am

* Two attempts made in Birmingham to organise an opposition, failed ignominiously: this was owing very much to the well-considered support rendered by the "Daily Post;" which instead of lazily writing sensational articles, gave carefully selected extracts from evidence published by the Royal Commission. Sheffield is less willing to have a half school-time act, but it does not object to interference for sanitary purposes.

sure that in dealing with the many, it does the most important work. I believe that the Privy Council work is advancing.

Compulsory Education.—A desire is gathering for compulsory education, and I find a growing conviction that in the end we shall have to resort to it. It seems to me that the time is not come either for adopting it, or for forming an opinion upon the necessity of it. Those who declare themselves in its favour, have rather a general impression than a conviction founded on a knowledge of facts: perhaps when they know what has been done and what is still doing, they will be content to wait.

We already practise compulsion when we enforce the half school-time clauses of the Factory Act. We shall practise it much more widely if the principles of the Act are extended to the hardware towns, to London and other non-manufacturing towns, and to the agricultural districts.

It is alleged indeed, that this compulsion fails to reach a large class of children who are in fact neither at school nor at work. Thus, an investigation made in Birmingham in 1856,* showed that out of 1,373 children, of 7 to 13 years old, selected from fourteen different parishes, 42 per cent. were at school, 33 per cent. at work, and 25 per cent. were neither at school nor at work. But from this 25 per cent., there must be deducted the girls and even some of the boys, who were helping their mother in the house; a most legitimate work in my opinion. Of the boys only 20 per cent. were neither at school nor at work; and from these must be deducted the sick, the convalescent, and those who were in daily expectation of going to either work or school. The remainder is not formidable. An investigation made since this paper was in the press, shows that the 42 per cent. at school in 1857, has risen to 45 per cent. It has been proved also, that the greater excellence of the instruction now given, has in some cases shortened the years spent at school, and therefore, has lessened the numbers at school.

A recent inquiry in Manchester has, no doubt, disclosed a worse state of affairs: it has been recently found in a district in Ancoats,† that of 473 children between 6 and 12 years old, 40 per cent. of the boys, and 53 per cent. of the girls, were neither at work, nor at school; and that from 6 to 9 years old, half the boys were in this state of idleness. It is from Manchester that the cry for compulsory education has come; and I cannot wonder at it: but before the whole country is asked to join in the demand, it should be ascertained whether the Manchester case is peculiar, or is a fair example for the rest of the country. If it is peculiar, then a local bill is what is wanted. The opinion that there is something peculiar in

* "Birmingham Educational Association, Statistics," 1857. (Simpkin & Co.)

† Manchester Statistical Society, 15th November, 1865, p. 13.

the condition of Manchester, is confirmed by what I have heard from a manufacturer unfavourable to the extension of the Factory Acts; who is convinced that that Act has caused the Manchester people to avoid employing young children, though such is not the case in other textile towns: a distinction, if it really exists, which accounts for the comparatively large number of Manchester children unemployed. In the meantime we have to see whether the recent Industrial Schools Bill, together with an extension of the Factory Acts, will enable the hardware and other towns to deal with the reckless portion of their population.

I am convinced that before we can induce Parliament to revolutionize education by a general compulsory Act, we must exhaust every other means: for it is always unwillingly that the English submit to forcible interference. There are also peculiar difficulties in this case. I imagine to myself a father brought up before the Petty Sessions, charged with omitting to send his son to school: the delinquent replies that he has not enough wages to furnish the necessary food and clothes for his family, and that he cannot pay the school-pence. Why then, is not the boy at work, and receiving the half-time instruction? Because the father is unable to find an employer at present. To punish such a man would be impossible.

If we are to have compulsory education, we must have the United States' free education. Let us look at the cost. I have shown that in America, among $18\frac{1}{2}$ millions of the people, the State cost per head of population is a gold dollar, besides what is paid by the towns: in this proportion our 28 millions would cost six millions £; and the States' school-houses are cheap, and their teachers' salaries are low. But we might spend a great deal more than six million £. Zealous persons regard as of school age, all children from 3 to 13: making deductions for affluent families, and delicate children, we might have five millions children to educate. After school-rooms are built and supplied, the annual expense of really good schools is 2*l.* for each pupil; and for infants and half-timers we may say half as much. Here would be a cost of seven or eight millions sterling. Does any one suppose that the Chancellor of the Exchequer will propose a vote of five, six, or seven millions, to do by unpopular compulsion, what we are in a way to do by voluntary effort? Some persons will say that local rates may be applied to this purpose; but it really makes little difference in the weight of the burden whether the money is to come out of the general purse or the local purse. At present indeed, to get the money from the local purse would be the more difficult, because the town rates are already oppressively high, being in some great towns for poor rate, borough rates, and share of county rates, together 7*s.* in the pound, to which we could scarcely add the necessary addition for free education,

of 1s. to 2s. in the pound. The case is quite different in America, where a fixed proportion of the proceeds of the land sales is invested, and the income is applied to education.

Again, does any one suppose that the clergy of all denominations will be content to surrender to State officers, that influence over the young, which at present is exercised by themselves? Would the laity even think it desirable that such a transfer should be made? and that five millions of our children should all be trained and pruned to one pattern, instead of, as at present, being subject to those various influences which give variety and real freedom to the national life? There is but one plea that can justify such a revolution; the plea that all voluntary means have failed: at present this plea cannot be urged, since, as I have shown, judging by results, great progress has been made, and is still making; and since also the number of children under Government inspection is annually increasing, and the half school-time system is capable of vast extension.

I know that there still remains the case of the very lowest class of children, who run half naked about the back streets of great towns. The Industrial Schools Act is an attempt to deal with the difficulty: it proposes to carry off, to feed, and educate, these neglected children. The expense will render it impossible to carry out the scheme very widely: some guardians also fear that like the establishment of foundling hospitals, it will foster improvidence, and wilful neglect, on the part of parents.

Might not a less expensive remedy be tried? Guardians already possess a power to intervene: they cannot indeed insist, as to persons receiving out-door relief, that their children shall go to school; but they can legally pay the school-pence for the parents. This power, as I know, is actually exercised; but the cases are few, because most parents who require permanent relief are required to go into the house. Suppose however, that guardians were authorized to pay the school-pence in all cases where parents could not afford to do so: then, no parent would have an excuse for keeping children neither at work nor at school.

The expense would not be intolerable. The school charge varies from 2*d.* to 4*d.* a-week; rising in a few cases to 6*d.* Few children of this class would attend, under the most rigorous compulsion, more than forty weeks a-year; so that 10s. a-year would be the most the

* The following is a curious example of a possible result of Governmental teaching:—

“Les journaux prussiens se sont beaucoup moqués dernièrement de certain ‘manuel d’histoire à l’usage des écoles primaires ou se lisent des réponses comme ‘celle-ci: ‘Quel est le centre de l’Europe? L’Allemagne: Quel est le centre ‘de l’Allemagne? La Saxe. Quel est le cœur de la Saxe? Dresde.’” *Revue des deux Mondes*, 15 Decembre, 1866, p. 882.

authorities would have to pay. In towns a penny rate would probably be the extent of the expense.

It would be still better, I believe, if in boroughs, the town councils were substituted for the guardians; because the rate would then be levied on the whole of the town, instead of being confined to the parish or other poor-law district. In order to meet any difficulty as to providing additional schools, I would give the town councils a second penny rate, for the purpose of subsidising schools, both as to the building and the current expenses. I am convinced that this would supply schools better and more cheaply than if the council built and managed them.

Having thus provided school-house and schools, I would extend the provisions of the Industrial Schools Act: I would make it a misdemeanour for parents to let their children run wild about the streets, neither at work nor at school. After the Factory Act was generally introduced, we should then have in theory all children of school age under instruction, since those not at work would be at school, or taught at home, and those at work would be taught half their time.

NOTE by MR. J. T. HAMMICK of the General Register Office,
Somerset House, W.C.

There are in the General Register Office *five hundred and sixty-five* volumes, containing marriages amongst the Society of Friends since the passing of the Marriage Act of Lord Hardwicke (25th March, 1754).

The Friends always required the parties married to sign the entry. I have examined volumes (relating to the three periods specified in Mr. Sargant's letter) from the northern, south-eastern, south-western, and midland counties, and I have not found a single entry signed by mark. The handwritings, which are of course very various as to merit, cannot, I think, be said to be better on the whole during the second or third period than during the first.

We have *one hundred and fifty* volumes containing Quakers' marriages which refer to dates prior to 1754. These volumes date back to the foundation of the society in the middle of the seventeenth century, and are of the same general character as those above referred to.

Total number of marriage registers from the Friends, *seven hundred and fifteen.*

We have *thirty-five* volumes containing entries of marriages since 1754 from the Roman Catholics. These are mere memoranda made by the priests of the *duplicate* ceremony as performed according to the rites of the Romish Church. They do not contain the signatures of the parties married.

We have also three or four volumes containing a few entries of a similar nature from other denominations.

The non-parochial marriage registers (besides those of the Friends), which refer to dates prior to 1754, are as follows:—

Sixty-four volumes from foreign churches. These consist for the most part of books of Protestant refugees in London and other towns. They date back to the close of the sixteenth century. The marriage entries are generally signed by the parties married. The number signed by mark is not large.

Four volumes from Independent Chapels. One of these only contains the original signatures of the persons married. This book is from Rowell, Northampton. It dates from 1692 to 1699.

Two volumes from Baptist Chapels. Neither of these contains signatures of persons married.

One volume from a Moravian Church. The entries are full and detailed, but there are no signatures of the married couples.

Three volumes from Presbyterian Chapels. No signatures.

One volume from Greenwich Hospital Chapel, one from Chelsea Hospital Chapel, and one from Mercers' Hall Chapel. Neither of these contains the signatures of the persons married.

Total number of non-parochial registers of marriages prior to 1754:—

Friends	150
Other denominations	77
	<hr/>
	227
	<hr/>

J. T. H.

APPENDIX.

TABLE O.—*Number of MARKS made in Signing Marriage Registers.*

Name of Parish Church.	Name of County.	Years between 1754 and 1762.			Years between 1799 and 1804.			Years between 1831 and 1837.		
		Number of Mar- riages.	Number of Marks.		Number of Mar- riages.	Number of Marks.		Number of Mar- riages.	Number of Marks.	
			Men.	Women.		Men.	Women.		Men.	Women.
I.—Country	Parishes.									
East Acklam	York	20	4	11	18	7	11	29	12	15
South Kileworth	Leicester	18	4	9	17	8	13	29	4	9
Rushall	Stafford	27	16	12	59	31	43	71	44	50
Harborne	„	161	84	117	168	58	92	311	48	99
Handsworth	„	91	46	62	695	232	403	1,099	409	621
Stoneleigh	Warwick	108	57	78	46	24	34	40	20	18
Whitacre In- ferior	„	17	5	13	11	2	2	16	6	7
Ashow	„	—	No return		4	—	4	7	4	3
Kislingbury.....	Northampton	—	„	—	20	8	14	29	8	13
Little Houghton	„	20	9	7	18	6	12	36	14	15
Castle Ashby	„	11	4	5	9	2	4	14	2	1
Desborough.....	„	—	No return		25	10	15	47	13	28
Harleston	„	43	19	30	30	16	20	34	13	18
Great Houghton	„	12	5	6	8	2	6	16	6	9
Dallington	„	—	No return		15	4	5	26	18	18
Stilton	Huntingdon	32	12	18	39	16	28	33	16	17
Fulbourn.....	Cambridge ...	28	10	25	19	11	15	21	13	12
Wolverley	Worcester ...	42	15	17	30	18	21	44	17	20
Kings Norton....	„	174	95	137	53	14	24	98	34	45
Garsington	Oxford	30	11	21	19	3	6	32	14	17
Broadwater.....	Sussex	36	16	20	49	17	24	197	39	48
Stapleton	Gloucester ...	86	54	64	47	18	27	97	34	61
Batcomb	Somerset	3	2	3	5	1	1	5	4	5
Clevedon	„	11	5	10	12	6	8	21	2	5
Wareham	Dorset	—	No return		86	17	36	127	36	49
Great Billing	—	6	—	2	—	No return		22	12	18
		976	473 48%	667 68%	1,502	531 35%	868 58%	2,501	842 34%	1,221 49%
			58%			46½%			41½%	

TABLE O.—*Number of MARKS made in Signing Marriage Registers—Contd.*

Name of Parish Church.	Name of County.	Years between 1754 and 1762.			Years between 1799 and 1804.			Years between 1831 and 1837.		
		Number of Mar- riages.	Number of Marks.		Number of Mar- riages.	Number of Marks.		Number of Mar- riages.	Number of Marks.	
			Men.	Women		Men.	Women		Men.	Women.
II.—Town Parishes.										
Halifax*	—	190	75	146	250	91	174	740	460	670
St. Mary's, town of Nottingham		734	233	448	1,529	508	1,058	2,046	441	997
All Saints	„ { North- ampton }	245	58	39	240	55	121	504	128	206
St. Peter	„ „	15	4	7	24	11	15	69	19	39
St. Ebbe	„ Oxford.....	32	10	11	128	31	53	228	53	85
St. Aldate	„ „	70	23	32	96	21	31	212	37	65
St. Martin	„ „	54	8	20	27	6	6	18	—	1
St. Nicholas Chapel ...	„ King's Lynn	320	125	192	294	98	173	346	130	179
St. Margaret	„ „	215	80	130	318	104	149	409	98	190
St. John Baptist	„ Bristol	88	30	56	130	40	66	435	97	196
		1,963	646 33%	1,081 55%	3,036	965 32%	1,846 62%	5,007	1,463 29%	2,628 53%
			44%			47%			41%	

* Halifax has greatly improved of late: in 1865 out of 871 marriages, only 171 men and 355 women used marks; i.e. 80 per cent. of men and 60 per cent. of women could write.

TABLE P.—“COMMON SCHOOLS” in Eighteen of the United States: Sums Furnished by State Taxation and by Interest on Share of Land Sales.

National Almanac, Page	States of	Population, 1860.	Total Sums in	Per Head of Population in	Per Head of Population in	Order of Merit.
			\$	\$	s. d.	
491	Illinois.....	1,711,951	2,705,052	1.58	6 7	1
373	Massachusetts....	1,231,066	1,612,823	1.30	5 5	2
518	California	379,994	470,113	1.24	5 2	3
470	Ohio.....	2,339,050	2,834,066	1.21	5 — $\frac{1}{2}$	4
343	Maine	628,276	742,952	1.18	4 11	5
506	Wisconsin	775,881	854,766	1.10	4 7	6
480	Michigan	749,113	795,140	1.06	4 5	7
390	Connecticut	460,147	486,005	1.06	4 5	8
499	Iowa	674,498	706,374	1.05	4 4 $\frac{1}{2}$	9
438	Pennsylvania	2,906,115	2,900,501	1.	4 2	10
384	Rhode Island ...	174,620	164,239	.94	3 11	11
352	New Hampshire	326,073	274,623	.84	3 6	12
453	Maryland	687,049	564,891	.82	3 5	13
422	New Jersey	672,035	540,283	.80	3 4	14
448	Delaware	112,216	86,850	.78	3 3	15
359	Vermont	315,116	222,483	.70	2 11	16
411	New York	3,851,563	{ 2,500,000 about }	.65	2 8 $\frac{1}{2}$	17
462	Kentucky.....	{ 1,155,684 inclu. slaves. }	361,520	.31	1 3 $\frac{1}{2}$	18
		19,150,447	18,822,681	Average .98	4 1	

TABLE Q.—Number of MARKS Made in Signing Marriage Registers, in the Years ending Midsummer 1840, Christmas 1851 and Christmas 1863; according to the "Registrar-General's Reports," iii, pp. 22, &c., xiv, pp. 2, &c., xxvi, pp. 2, &c.

England and Wales by DIVISIONS, and Scotland.

Years.	Number of Marriages.		Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in each Period of 12 Years.			Diminution of Marks during 23½ Years.		
			Men.	Women	Men.	Wo- men.	Men and Women	Men	Wo- men	Men and Women	Men.	Wo- men.	Men and Women
1840	124,329	{ England and	41,812	62,523	34	50	42	—	—	—	—	—	—
'51	154,206	Wales											
'63	173,510	"											
			47,439	69,812	31	45	38	3	5	4	10	17	13½
			41,262	57,416	24	33	28½	7	12	9½			
1840	—	Scotland.....	—	—	—	—	—	—	—	—	—	—	—
'51	—	"	—	—	—	—	—	—	—	—	—	—	—
'62	20,597	"	2,062	4,192	10	20	15	—	—	—	—	—	—
1840	18,648	London	2,253	4,633	12	25	18½	—	—	—	—	—	—
'51	26,084	"	3,384	6,039	13	23	18	—1	+2	+½	—	—	—
'63	29,963	"	3,308	5,392	11	18	14½	2	5	3½	1	7	4
1840	10,018	South Eastern ...	3,233	4,091	33	41	37	—	—	—	—	—	—
'51	11,537	"	3,457	3,749	30	33	31½	3	8	5½	—	—	—
'63	14,524	"	3,184	2,807	22	19	20½	8	14	11	11	22	16½
1840	8,128	South Midland ...	3,539	4,382	44	54	49	—	—	—	—	—	—
'51	8,455	"	3,418	3,871	40	46	43	4	8	6	—	—	—
'63	9,052	"	2,772	2,809	31	31	31	9	15	12	13	23	18
1840	7,227	Eastern	3,447	3,893	48	54	51	—	—	—	—	—	—
'51	7,539	"	3,245	3,389	43	45	44	5	9	7	—	—	—
'63	7,873	"	2,646	2,281	33	29	31	10	16	13	15	25	20
1840	12,220	South Western ...	4,196	5,910	34	48	41	—	—	—	—	—	—
'51	13,511	"	4,558	5,733	34	42	38	—	6	3	—	—	—
'63	13,816	"	3,549	3,916	25	28	26½	9	14	11½	9	20	14½
1840	15,334	West Midland*....	5,934	8,251	39	54	46½	—	—	—	—	—	—
'51	18,828	"	6,892	9,078	37	48	42½	2	6	4	—	—	—
'63	21,233	"	6,481	7,888	31	37	34	6	11	8½	8	17	12½
1840	8,357	North Midland ...	2,781	4,238	33	51	42	—	—	—	—	—	—
'51	9,787	"	2,865	4,197	29	43	36	4	8	6	—	—	—
'63	10,036	"	2,454	3,206	24	32	28	5	11	8	9	19	14
1840	17,565	North Western ...	6,798	11,505	39	66	52½	—	—	—	—	—	—
'51	24,877	"	8,729	15,443	35	62	48½	4	4	4	—	—	—
'63	27,701	"	6,907	13,069	25	47	36	10	15	12½	14	19	16½
1840	12,621	York	4,439	7,460	35	60	47½	—	—	—	—	—	—
'51	16,982	"	5,087	9,190	30	54	42	5	6	5½	—	—	—
'63	18,505	"	4,041	7,185	22	39	30½	8	15	11½	13	21	17
1840	6,321	Northern	1,397	2,704	22	43	32½	—	—	—	—	—	—
'51	7,411	"	1,691	3,088	23	42	32½	—1	1	—	—	—	—
'63	10,237	"	2,096	3,421	20	33	26½	3	9	6	2	10	6
1840	7,890	Welsh†	3,795	5,456	48	69	58½	—	—	—	—	—	—
'51	9,195	"	4,113	6,035	45	65	55	3	4	3½	—	—	—
'63	10,570	"	3,824	5,442	36	52	44	9	13	11	12	17	14½

* "West Midland" was formerly called Western, but consisted of the same counties.

† "Welsh" formerly included Monmouthshire: making some difference in the number of marriages, but scarcely any in the proportionate number of marks

TABLE R.—*Number of MARKS Made in Signing Marriage Registers, in the Years ending Midsummer 1840, Christmas 1851 and Christmas 1863; according to the "Registrar-General's Reports," iii, pp. 22, &c., xiv, pp. 2, &c., xxvi, pp. 2, &c.**England by COUNTIES.*

Years.	Number of Marriages.		Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in each Period of 12 Years.			Diminution of Marks during 23½ Years.		
			Men.	Women.	Men.	Women.	Men and Women	Men.	Women.	Men and Women	Men.	Women.	Men and Women
1840	124,329	{ England and											
		Wales	41,812	62,523	34	50	42	—	—	—	—	—	—
'51	154,206	"	47,439	69,812	31	45	38	3	5	4	—	—	—
'63	173,510	"	41,262	57,416	24	33	28½	7	12	9½	10	17	13½
1840	18,648	London	2,253	4,633	12	25	18½	—	—	—	—	—	—
'51	26,084	"	3,384	6,039	13	23	18	-1	+2	½	—	—	—
'63	29,963	"	3,308	5,392	11	18	14½	2	5	3½	1	7	4
1840	944	Bedfordshire	510	638	54	68	61	—	—	—	—	—	—
'51	953	"	456	563	48	59	53½	6	9	2½	—	—	—
'63	1,179	"	462	532	39	45	42	9	14	11½	15	23	19
1840	1,298	Berks	523	608	40	47	43½	—	—	—	—	—	—
'51	1,336	"	495	466	37	35	36	3	12	7½	—	—	—
'63	1,524	"	469	377	31	25	28	6	10	8	9	22	15½
1840	979	Buckinghamshire	454	554	46	67	51½	—	—	—	—	—	—
'51	942	"	403	474	43	50	46½	3	7	5	—	—	—
'63	1,039	"	344	384	33	37	35	10	13	11½	13	20	16½
1840	1,291	Cambridgeshire	622	750	48	58	53	—	—	—	—	—	—
'51	1,399	"	588	645	42	46	44	6	12	9	—	—	—
'63	1,292	"	443	415	34	32	33	8	14	11	14	26	20
1840	2,503	Cheshire	934	1,576	37	63	50	—	—	—	—	—	—
'51	3,452	"	1,122	1,911	33	55	44	4	8	6	—	—	—
'63	3,782	"	940	1,568	25	41	33	8	14	11	12	22	17
1840	2,399	Cornwall	857	1,291	36	54	45	—	—	—	—	—	—
'51	2,812	"	1,038	1,459	37	52	44½	-1	+2	½	—	—	—
'63	2,875	"	873	1,128	30	39	34½	7	13	10	6	15	10½
1840	1,044	Cumberland	167	396	16	38	27	—	—	—	—	—	—
'51	1,025	"	167	313	16	31	23½	—	7	3½	—	—	—
'63	1,606	"	291	504	18	31	24½	-2	—	-1	-2	7	2½
1840	1,815	Derby	581	909	32	50	41	—	—	—	—	—	—
'51	2,112	"	553	892	26	42	34	6	8	7	—	—	—
'63	2,411	"	565	806	23	34	28½	3	8	5½	9	16	12½
1840	4,030	Devon	1,117	1,700	28	42	35	—	—	—	—	—	—
'51	4,551	"	1,197	1,650	26	36	31	2	6	4	—	—	—
'63	4,766	"	954	1,139	20	24	22	6	12	9	8	18	13
1840	1,187	Dorset	401	529	33	44	38½	—	—	—	—	—	—
'51	1,317	"	474	499	36	38	37	-3	+6	1½	—	—	—
'63	1,376	"	374	341	27	24	25½	9	14	11½	6	20	13

TABLE R.—*Number of MARKS Made in Signing Marriage Registers—Contd.*

Years.	Number of Marriages.	—	Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in each Period of 12 Years.			Diminution of Marks during 23½ Years.		
			Men.	Women	Men.	Women.	Men and Women	Men.	Women.	Men and Women	Men.	Women.	Men and Women
1840	2,751	Durham	742	1,341	27	49	38	—	—	—	—	—	—
'51	3,620	„	975	1,748	27	49	38	—	—	—	—	—	—
'63	4,889	„	1,182	1,858	24	38	31	3	11	7	3	11	7
1840	2,083	Essex	1,046	1,169	50	56	53	—	—	—	—	—	—
'51	2,068	„	916	932	44	45	44½	6	11	8½	—	—	—
'63	2,391	„	736	618	31	26	28½	13	19	16	19	30	24½
1840	3,419	Gloucestershire	1,029	1,512	30	44	37	—	—	—	—	—	—
'51	3,778	„	1,080	1,412	29	37	32½	2	7	4½	—	—	—
'63	4,073	„	884	964	22	42	23	6	13	9½	8	20	14
1840	2,457	Hants	787	1,014	32	41	36½	—	—	—	—	—	—
'51	3,068	„	831	1,033	27	34	30½	5	7	6	—	—	—
'63	3,861	„	777	723	20	19	19½	7	15	11	12	22	17
1840	577	Hereford	223	240	40	42	41	—	—	—	—	—	—
'51	591	„	234	244	40	41	40½	—	1	½	—	—	—
'63	705	„	272	203	38	28	33	2	13	7½	2	14	8
1840	963	Hertfordshire	505	540	52	56	54	—	—	—	—	—	—
'51	1,096	„	548	561	50	51	50½	2	5	3½	—	—	—
'63	1,109	„	400	360	36	32	34	14	19	16½	16	24	20
1840	446	Huntingdonshire	206	259	46	58	52	—	—	—	—	—	—
'51	421	„	173	199	41	47	44	5	11	8	—	—	—
'63	412	„	136	120	33	30	31½	8	17	12½	12	28	20½
1840	3,184	{ Kent (extra metropolitan) }	926	1,264	29	40	34½	—	—	—	—	—	—
'51	3,547	„	1,012	1,215	28	35	31½	1	5	3	—	—	—
'63	4,381	„	972	907	22	21	21½	6	14	10	7	19	13
1840	15,062	Lancashire	5,864	9,929	39	66	52½	—	—	—	—	—	—
'51	21,425	„	7,607	13,532	35	63	49	4	3	3½	—	—	—
'63	23,919	„	5,967	11,501	26	50	38	9	13	11	13	16	14½
1840	1,727	Leicestershire	592	912	35	53	44	—	—	—	—	—	—
'51	1,980	„	600	853	30	42	36	5	11	8	—	—	—
'63	2,029	„	487	677	24	34	29	6	8	7	11	19	15
1840	2,697	Lincolnshire	906	1,303	34	48	41	—	—	—	—	—	—
'51	2,853	„	845	1,104	30	40	35	4	8	6	—	—	—
'63	2,857	„	678	743	23	26	24½	7	14	10½	11	22	16½
1840	680	{ Middlesex (ex. metropolitan) }	199	234	29	34	31½	—	—	—	—	—	—
'51	851	„	230	255	27	30	28½	2	4	3	—	—	—
'63	1,002	„	212	175	21	17	19	6	13	9½	8	17	12½

TABLE R.—*Number of MARKS Made in Signing Marriage Registers—Contd.*

Years.	Number of Marriages.	—	Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in each Period of 12 Years.			Diminution of Marks during 23½ Years.		
			Men.	Women.	Men.	Wo- men.	Men and Women	Men.	Wo- men.	Men and Women	Men.	Wo- men.	Men and Women
1840	1,427	Monmouth	755	942	53	66	59½	—	—	—	—	—	—
'51	1,473	"	719	900	48	60	54	5	6	5	—	—	—
'63	1,716	"	707	839	41	49	45	7	11	9	12	17	14½
1840	2,847	Norfolk	1,291	1,481	45	52	48½	—	—	—	—	—	—
'51	3,177	"	1,338	1,397	42	44	43	3	8	5½	—	—	—
'63	3,052	"	1,036	958	34	32	33	8	12	10	11	20	15½
1840	1,660	Northamptonshire	613	876	37	53	45	—	—	—	—	—	—
'51	1,541	"	563	688	37	45	41	—	8	4	—	—	—
'63	1,752	"	461	509	26	29	27½	11	16	13½	11	24	17½
1840	2,185	Northumberland	414	850	19	39	29	—	—	—	—	—	—
'51	2,388	"	485	919	20	38	29	—1	1	—	—	—	—
'63	3,306	"	558	974	17	30	23½	3	8	5½	2	9	5½
1840	1,974	Nottinghamshire	661	1,063	33	53	43	—	—	—	—	—	—
'51	2,664	"	807	1,291	30	49	39½	3	4	3½	—	—	—
'63	2,582	"	687	941	26	36	31	4	13	8½	7	17	12
1840	1,165	Oxfordshire	430	531	37	46	41½	—	—	—	—	—	—
'51	1,252	"	457	486	37	39	38	—	7	3½	—	—	—
'63	1,267	"	314	314	25	25	25	12	14	13	12	21	16½
1840	144	Rutlandshire	41	51	28	35	31½	—	—	—	—	—	—
'51	178	"	60	57	33	32	32½	—5	3	—1	—	—	—
'63	157	"	37	39	23	24	23½	10	8	9	5	11	8
1840	1,617	Salop	708	860	44	54	49	—	—	—	—	—	—
'51	1,618	"	659	767	41	48	44½	3	6	4½	—	—	—
'63	1,868	"	594	666	32	36	34	9	12	10½	12	18	15
1840	3,028	Somersetshire	1,109	1,499	37	50	43½	—	—	—	—	—	—
'51	3,193	"	1,159	1,360	36	42	39	1	8	4½	—	—	—
'63	3,207	"	901	874	28	27	27½	8	15	11½	9	23	16
1840	3,880	Staffordshire	1,666	2,379	43	61	52	—	—	—	—	—	—
'51	5,990	"	2,681	3,616	45	60	52½	—2	1	—½	—	—	—
'63	7,219	"	2,842	3,594	40	50	45	5	10	7½	3	11	7
1840	2,297	Suffolk	1,110	1,243	48	54	51	—	—	—	—	—	—
'51	2,294	"	991	1,060	43	46	44½	5	8	6½	—	—	—
'63	2,430	"	874	705	36	29	32½	7	17	12	12	25	18½
1840	1,068	{ Surrey (extra) metropolitan }	339	383	32	36	34	—	—	—	—	—	—
'51	1,153	"	399	334	35	29	32	—3	7	2	—	—	—
'63	1,835	"	376	322	21	18	19½	14	11	12½	11	18	14½

TABLE R.—*Number of MARKS Made in Signing Marriage Registers—Contd.*

Years.	Number of Marriages.	—	Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in each Period of 12 Years.			Diminution of Marks during 23½ Years.		
			Men.	Women.	Men.	Wo- men.	Men and Women	Men.	Wo- men.	Men and Women	Men.	Wo- men.	Men and Women
1840	2,011	Sussex	658	822	33	41	37	—	—	—	—	—	—
'51	2,433	"	720	701	30	29	29½	3	12	7½	—	—	—
'63	2,923	"	590	478	20	16	18	10	13	11½	13	25	19
1840	2,923	Warwickshire	984	1,486	34	51	42½	—	—	—	—	—	—
'51	4,576	"	1,429	1,957	31	43	37	3	8	5½	—	—	—
'63	4,847	"	1,149	1,579	24	33	28½	7	10	8½	10	18	14
1840	341	Westmoreland	74	117	21	34	27½	—	—	—	—	—	—
'51	378	"	64	108	17	28	22½	4	6	5	—	—	—
'63	436	"	65	85	15	19	17	2	9	5½	6	15	10½
1840	1,576	Wilts	712	891	45	56	50½	—	—	—	—	—	—
'51	1,638	"	690	765	43	47	45	2	9	5½	—	—	—
'63	1,592	"	447	434	28	27	27½	15	20	17½	17	29	23
1840	2,918	Worcestershire	1,324	1,774	46	61	53½	—	—	—	—	—	—
'51	2,275	"	809	1,082	35	47	41	11	14	12½	—	—	—
'63	2,521	"	740	882	30	35	32½	5	12	8½	16	26	21
1840	2,239	{ Yorkshire, East Riding and City..... }	468	904	21	40	30½	—	—	—	—	—	—
'51	2,604	"	552	1,019	21	39	30	—	1	½	—	—	—
'63	2,615	"	432	733	17	28	22½	4	11	7½	4	12	8
1840	1,364	{ Yorkshire, North Riding }	309	581	23	43	33	—	—	—	—	—	—
'51	1,397	"	295	497	21	35	28	2	8	5	—	—	—
'63	1,610	"	300	375	19	23	21	2	12	7	4	20	12
1840	9,018	{ Yorkshire, West Riding }	3,662	5,975	41	66	53½	—	—	—	—	—	—
'51	12,981	"	4,240	7,674	33	59	46	8	7	7½	—	—	—
'63	14,280	"	3,309	6,077	23	42	32½	10	17	13½	18	24	21
1840	2,561	North Wales	1,216	1,806	48	71	59½	—	—	—	—	—	—
'51	2,765	"	1,212	1,832	44	66	55	4	5	4½	—	—	—
'63	3,177	"	1,127	1,528	35	48	41½	9	18	13½	13	23	18
1840	3,902	South Wales	1,824	2,708	46	70	58	—	—	—	—	—	—
'51	4,957	"	2,182	3,303	44	67	55½	2	3	2½	—	—	—
'63	5,677	"	1,990	3,075	35	55	45	9	12	10½	11	15	13

TABLE S.—*Number of MARKS Made in Signing Marriage Registers, in the Years ending Christmas 1846 and Christmas 1864; according to the "Registrar-General's Reports," ix, pp. 43, &c., and xxvii, pp. 6, &c.**Some of the PRINCIPAL CITIES AND TOWNS of England.*

Years.	Number of Marriages.		Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in 18 Years.		
			Men.	Women.	Men.	Women.	Men and Women.	Men.	Women.	Men and Women.
1846	145,664	England and Wales	47,488	70,145	33	48	40½	—	—	—
'64	180,387	"	41,997	58,402	23	32	27½	10	16	13
1846	22,272	London	2,581	5,046	12	23	17½	—	—	—
'64	31,541	"	3,450	5,494	11	17	14	1	6	3½
1846	583	Bath	119	164	20	28	24	—	—	—
'64	699	"	91	111	13	16	14½	7	12	9½
1846	1,623	Birmingham parish	464	756	29	47	38	—	—	—
'64	2,339	"	600	829	26	35	30½	3	12	7½
1846	788	Blackburn district.....	392	638	50	80	65	—	—	—
'64	1,109	"	327	706	30	64	47	20	16	18
1846	940	Bolton district	490	770	52	81	66½	—	—	—
'64	1,164	"	353	672	30	58	44	22	23	22½
1846	1,409	Bradford district	571	1,076	40	76	58	—	—	—
'64	2,159	"	528	1,154	24	53	38½	16	23	19½
1846	491	Brighton	72	113	14	23	18½	—	—	—
'64	850	"	99	134	12	16	14	2	7	4½
1846	1,373	Bristol parish	339	553	24	40	32	—	—	—
'64	1,339	"	262	361	20	28	24	4	12	8
1846	391	Cheltenham district	64	89	16	22	19	—	—	—
'64	430	"	51	58	12	14	13	4	8	6
1846	715	Chester district	164	290	23	41	32	—	—	—
'64	704	"	153	221	22	31	26½	1	10	5½
1846	383	Coventry	86	178	23	47	35	—	—	—
'64	426	"	89	176	20	42	31	3	5	4
1846	456	Derby.....	105	189	23	41	32	—	—	—
'64	639	"	113	185	18	29	23½	5	12	8½
1846	357	Gateshead	82	180	23	50	36½	—	—	—
'64	505	"	150	229	30	46	38	-7	4	-1½
1846	604	Hull	81	228	13	38	25½	—	—	—
'64	790	"	120	236	15	30	22	-2	8	3½
1846	1,850	Leeds and Hunslet	508	1,020	27	55	41	—	—	—
'64	1,958	" only.....	427	778	22	40	31	5	15	10
1846	587	Leicester	165	273	28	46	37	—	—	—
'64	973	"	192	342	19	34	26½	9	12	10½

TABLE S.—*Number of MARKS Made in Signing Marriage Registers—Contd.*

Years.	Number of Marriages.		Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in 18 Years.		
			Men.	Women.	Men.	Women.	Men and Women.	Men.	Women.	Men and Women.
1846 '64	3,912 4,420	Liverpool parish	1,023	1,937	26	49	37½	—	—	—
		* „	1,096	1,822	25	41	33	1	8	4½
1846 '64	553 497	Macclesfield	178	350	32	64	48	—	—	—
		„	102	218	20	44	32	12	20	16
1846 '64	5,194 4,304	Manchester	1,610	3,318	31	64	47½	—	—	—
		* „	851	2,016	20	47	33½	11	17	14
1846 '64	98 714	Salford	13	42	13	43	28	—	—	—
		„	179	394	25	55	40	-12	-12	-12
1846 '64	1,161 1,835	Newcastle-on-Tyne	226	499	19	43	31	—	—	—
		„	317	556	18	30	24	1	13	7
1846 '64	693 749	Norwich.....	198	293	28	42	35	—	—	—
		„	145	197	19	26	22½	9	16	12½
1846 '64	642 913	Nottingham	157	309	24	48	36	—	—	—
		„	181	306	20	34	27	4	14	9
1846 '64	1,208 843	Oldham (Ashton).....	655	1,017	54	84	69	—	—	—
		„ (only)	216	505	26	60	43	28	24	26
1846 '64	521 786	Plymouth	94	187	18	36	27	—	—	—
		„	156	239	20	30	25	-2	6	2
1846 '64	1,044 1,071	Portsmouth	222	418	21	40	30½	—	—	—
		„	143	225	13	20	16½	8	20	14
1846 '64	794 925	Preston	354	591	44	74	59	—	—	—
		„	335	576	36	62	49	8	12	10
1846 '64	1,296 2,185	Sheffield.....	437	690	34	53	43½	—	—	—
		„	593	922	27	42	34½	7	11	9
1846 '64	367 544	Southampton.....	74	96	21	27	24	—	—	—
		„	76	77	14	14	14	7	13	10
1846 '64	681 900	Stockport	230	443	33	65	49	—	—	—
		„	266	497	30	55	42½	3	10	6½
1846 '64	722 1,214	Sunderland	151	333	21	46	33½	—	—	—
		„	283	481	23	40	31½	-2	6	2
1846 '64	1,133 1,215	Wolverhampton	649	833	57	74	65½	—	—	—
		„	497	648	41	53	47	16	21	18½
1846 '64	241 331	Yarmouth	76	110	30	45	37½	—	—	—
		„	84	93	25	28	26½	5	17	11
1846 '64	529 592	York	78	162	15	30	22½	—	—	—
		„	79	120	13	20	16½	2	10	6

* In Liverpool and Manchester, persons come in to be married; and this disturbs these calculations.

TABLE T.—*Number of MARKS Made in Signing Marriage Registers in the Years ending Christmas 1846 and Christmas 1864; according to the "Registrar-General's Reports," ix, pp. 42, 43, and xxvii, pp. 6, 7.**Some of the LONDON REGISTRATION DISTRICTS.*

Years.	Number of Marriages.	—	Number of Marks.		Number of Marks to 100 Marriages.			Diminution of Marks in 18 Years.		
			Men.	Women	Men.	Women.	Men and Women.	Men.	Women.	Men and Women.
1846	145,664	England and Wales	47,488	70,145	33	48	40½	—	—	—
'64	180,387	„	41,998	58,402	23	32	27½	10	16	13
1846	22,272	London	2,581	5,046	12	23	17½	—	—	—
'64	31,541	„	3,450	5,494	11	17	14	1	6	3½
1846	561	Lewisham	121	177	22	32	27	—	—	—
'64	671	„	72	89	10	13	11½	12	19	15½
1846	971	{ St. George's Han- over Square..... }	33	50	3	5	4	—	—	—
'64	1,134	„	30	33	3	3	3	0	2	1
1846	407	{ St. James's, West- minster	14	38	3	9	6	—	—	—
'64	416	„	8	16	2	4	3	1	5	3
1846	1,629	Marylebone	100	204	6	13	9½	—	—	—
'64	2,071	„	153	209	7	10	8½	-1	+3	1
1846	708	{ St. Martin-in-the- Fields	52	115	7	16	11½	—	—	—
'64	403	„	19	40	5	10	7½	2	6	4
1846	392	Strand	24	77	6	19	12½	—	—	—
'64	468	„	43	80	10	17	13½	-4	+2	-1
1846	1,496	Shoreditch	239	491	16	33	24½	—	—	—
'64	2,076	„	299	504	15	24	19½	1	9	5
1846	308	Bermondsey	37	75	12	25	18½	—	—	—
'64	619	„	93	159	15	26	20½	-3	-1	-2
1846	391	{ St. George's-in-the- East..... }	56	105	14	26	20	—	—	—
'64	469	„	101	159	21	34	27½	-9	-8	-8½
1846	664	Whitechapel	133	242	20	37	28½	—	—	—
'64	676	„	115	198	17	29	23	3	8	5½
1846	512	{ St. George's South- wark	65	138	13	27	20	—	—	—
'64	663	„	94	147	14	20	17	-1	+7	3
1846	589	St. Giles's	63	141	10	24	17	—	—	—
'64	533	„	56	103	11	20	15½	-1	4	1½
1846	709	City	66	150	9	21	15	—	—	—
'64	632	„	92	144	15	23	19	-6	-2	-4
1846	608	Bethnal Green	135	287	22	47	34½	—	—	—
'64	1,407	„	350	616	25	44	34½	-3	+3	0

TABLE U.—*Return in respect of the Education of Petty Officers, Seamen, Marines, and Boys serving in the Navy, for the Year ending 31st December, 1865, in 227 Ships, 10 Coast Guard Ships, and 5 Divisional Barracks of Royal Marines.*—Abstracted from House of Commons Paper, No. 36, Sess. 1867.

	Total Borne.	In Hospital or on Leave.	Educational Acquire- ment Reported.*	Read.			Write.		
				Well.	Indif- ferently.	Not at all.	Well.	Indif- ferently.	Not at all.
Petty Officers	8,473	1	8,382	6,246	1,669	467	5,415	2,340	627
Per cent.	—	—	—	74'51	19'90	5'59	64'60	27'92	7'48
Seamen	27,689	17	27,051	16,471	7,571	3,009	13,982	9,271	3,798
Per cent.	—	—	—	60'89	27'98	11'13	51'69	34'27	14'04
Marines	15,616	1	15,451	7,865	4,875	2,711	6,154	5,879	3,418
Per cent.	—	—	—	50'90	31'55	17'55	39'82	38'19	21'99
Boys	6,475	—	6,424	4,472	1,884	68	3,924	2,404	96
Per cent.	—	—	—	69'61	29'32	1'07	61'08	37'42	1'50
Total	58,253	19	57,308	35,054	15,999	6,255	29,475	19,894	7,939
Per cent.	—	—	—	61'17	27'92	10'91	50'14	34'71	15'15

* The educational acquirements of 91 petty officers, 638 seamen, 165 marines, and 51 boys had not been ascertained.